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ABSTRACT

A curriculum on family life and human sexuality for Grades 5-9 which attempts to deal with both facts and emotions was developed in the Mount Vernon Public Schools (New York). The raising of self esteem and the development of personal and social skills are focused on throughout. The following topics are covered in 12 separate units: (1) positive personhood; (2) puberty changes; (3) about boys; (4) about girls; (5) human reproduction and pregnancy; (6) birth, babies, and parenting; (7) families; (8) sex roles; (9) values, decisions, and life goals; (10) communication; (11) relationships; (12) problems and solutions. Each unit is composed of three components: (1) a unit plan (a description of desired outcomes, an overview of concepts, relevant factual information, and a vocabulary list); (2) a lesson outline (listing tactics for motivating students and organizing lessons); and (3) evaluation procedures or tests (sample quizzes and attitude surveys). Following suggestions to the teacher for using the curriculum, a bibliography, a resource list, and lesson overview outlines are presented, with information on materials and time necessary to carry out each lesson. (KH)

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FAMILY LIFE EDUCATION

CURRICULUM

FOR
PRE-ADOLESCENTS

MOUNT VERNON PUBLIC SCHOOLS

MOUNT VERNON, NEW YORK 10553

compiled
by
Marcia W. Miller, MS, C.S.E.

under a grant from
The New York State Department of Health
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THERE IS SOMETHING I DON'T KNOW
THAT I AM SUPPOSED TO KNOW.
I DON'T KNOW WHAT IT IS I DON'T KNOW.
AND YET AM SUPPOSED TO KNOW.
AND I FEEL I LOOK STUPID
IF I SEEM BOTH NOT TO KNOW IT
AND NOT KNOW WHAT IT IS I DON'T KNOW.
THEREFORE I PRETEND I KNOW IT.
THIS IS NERVE - RACKING
SINCE I DON'T KNOW WHAT I MUST PRETEND
TO KNOW.
THEREFORE I PRETEND TO KNOW EVERYTHING.

I FEEL YOU KNOW WHAT I AM SUPPOSED TO KNOW
BUT YOU CAN'T TELL ME WHAT IT IS
BECAUSE YOU DON'T KNOW THAT I DON'T KNOW
WHAT IT IS.

YOU MAY KNOW WHAT I DON'T KNOW, BUT NOT
THAT I DON'T KNOW IT,
AND I CAN'T TELL YOU. SO YOU WILL HAVE
TO TELL ME EVERYTHING.

ANONYMOUS

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INTRODUCTION

PREFACE

Family life education is education for life. Family life education is human relations. It is not a film or a book or a lecture. It is not simply the story of reproduction. It is the process which begins in childhood and never stops. It is not divorced from daily living, but intertwined and indistinguishable from both daily living and education. It is the story of every child in every family and the potential of every child to begin a healthy family anew.

A crucial component of family life education is broadening the concept of sexuality. To better understand this concept, one has to recognize that sexuality is who a person is, not what a person does. Sexuality is an integral part of one's personality. It is how one feels about being masculine or feminine and how one relates to others.

RATIONALE

"The child just before puberty is relatively easy to reach despite his seeming indifference at times to what you may be saying. He is eager to gather facts about almost any subject, especially about sex. Even though he may not have openly acknowledged this particular interest to adults, he most probably has shared it with his friends."[1]

All youngsters have sexual concerns. When students are distressed about these concerns and the behavior that unanswered questions lead to, their well-being and their ability to learn are unequivocally impeded.

We educators have the opportunity to confront the negative and inaccurate messages children arrive at through guessing, or hearing from their peers who are constantly perpetuating myths and misinformation. We also have the opportunity to combat the media which teaches our children that sex is sensationalized, that sex roles are stereotypic, that males and females are adversaries and that storybook romance is an attainable goal.

While 80% of parents recognize that they have the primary responsibility for being the sex educators of their children fewer than 15% assume this role.[2] Thus the school, which is the single institution serving all children, remains the vehicle for supplementing and enhancing the sexuality education provided in the home.

Moreover, we need to recognize that sexuality education exists in our schools whether we deem it or not. It takes place in our playgrounds, in our locker rooms, in our lavatories, in the overt and covert messages from teachers and in the obvious omissions from previous curriculums. Recognizing that we are, in fact, sex educators by default, should we not meet this need to the best of our abilities?

We as educators need to recognize that the groundwork is already laid for education in human growth and sexuality. We refer to the nurturing relationships between students and teachers, the educational experiences which build self-esteem, the science and health curriculums which deal with human growth and human potential. These elements exist within our school system and can easily be the foundation upon which a program of family living is built.

Lastly, we cannot ignore that teenage pregnancy is of epidemic proportions, not only in our country but in our community. Many young women become pregnant simply out of a lack of knowledge of how pregnancy occurs, or out of a lack of understanding of what else life may have to offer them. Our arduous task is to address these burgeoning needs.

SCOPE OF PROGRAM

The curriculum which follows is a comprehensive approach to the study of family life and human sexuality. Recognizing the complex nature of human relationships and sexuality, this curriculum is far more than a discussion of reproduction. It deals with the emotional and social aspects of sexual activity, values, decision making and communication skills. In addition to being concerned with the imparting of knowledge, it focuses on the raising of self-esteem and the developing of personal and social skills.

Topics will progress on three parallel tracks which evolve in the following way:

1. SELF-FAMILY-PEERS
2. PHYSICAL-EMOTIONAL-SOCIAL
3. INFORMATIONAL-ATTITUDINAL-BEHAVORIAL

The emphasis will be in progressing from the personal outward to others. As we move from information that is more easily accepted to an exploration of attitudes and behavior, we will allow for a sense of comfort and trust to build, thus facilitating the more delicate and sensitive learning which follows.

Because this is a pre-adolescent curriculum, rather than unit of study aimed at a single grade level, it is perhaps more inclusive than would be even the most comprehensive curriculum for any one class. Our hope is to create a tool which will be useful for grades 5-9. While this appears an exhaustive span, it is hoped that the individual units will be sensitively utilized and expanded by the teachers at each of these grade levels. Our justification in creating such a far reaching curriculum is three fold. First, students today mature both physically and emotionally at greatly differing rates. There are mature fifth graders just as there are immature ninth graders. Secondly, offering this program to the younger age groups will hopefully have an antidotal effect. Children prepared with correct information and wholesome

attitudes before adolescence can pass through this difficult time without the burden of myths, misinformation and unnecessary anxiety. Thirdly, we hope to offer the early adolescent who has not as yet had any sexuality coursework, the chance to now prepare for adulthood with higher self-esteem, sounder information, and a deeper sense of responsibility for self and others.

GOALS

The program goals which follow, correspond to the comprehensive nature of the curriculum:

1. To increase personal dignity and self-esteem
2. To provide factual information about puberty changes and an appreciation of the uniqueness and similarity of individual growth patterns
3. To provide information about the male and female reproductive systems
4. To provide information about the process of human reproduction
5. To increase understanding about the responsibilities of parenthood
6. To enhance comfort and positive feelings regarding sex roles
7. To increase understanding of the family
8. To help clarify values related to sexuality and life goals
9. To provide decision-making strategies and skills
10. To provide communication skills and facilitate comfort in discussing sex related issues
11. To examine the responsibilities, privileges, and choices involved in adolescent relationships
12. To promote resourcefulness in resolving personal sex related health and social problems
13. To enhance perception of parents as sex educators
14. To increase sense of responsibility for behavior which promotes the health and well-being of self and others
15. To foster an awareness of sexuality as an integral component of personality and life

OVERVIEW OF FORMAT

Family Life Education: A Curriculum for Pre-Adolescents, contains twelve units. The lesson plans which follow each unit plan can be presented in twelve half-day sessions, or expanded to meet the needs of differing classes. Each chapter contains the following components:

I. UNIT PLANS

A. Behavorial Objectives: desired outcomes for students who have completed each unit

B. Introduction: an overview of concepts covered in the unit, and factual information basic to each topic

C. Vocabulary: terminology and definitions for that unit

II. LESSON OUTLINE

A. Motivation: attention getting device to launch lesson

B. Housekeeping: organizational discussion to set tone and clarify procedure and expectations

C. Activities: group exercises to promote experimental learning containing the following:

1. Objective for each activity

2. Time allotment approximated

3. Materials needed for the specific activity

4. Process Points for further discussion and examination of the exercise

UNIQUE FEATURES

"I am Proud" Exercises: to build self-esteem, add continuity and launch various lessons

"I Wonder About Question Box": to provide the opportunity for students to ask anonymous questions

"I Learned" Notebook: to give students the opportunity to crystalize learning, and keep a personal journal throughout the program

"I'm Still Learning" Exercises: for completion as individual study or homework

III. EVALUATION OR TESTS

Sample quizzes and attitude surveys that can be used as tests, or review sheets as needed, or to determine the overall attitude of a class.

ONE: POSITIVE PERSONHOOD

I. UNIT PLAN

A. Objective: After completing this unit students will be able to:

- identify areas of behavior about which she/he feels proud
- describe parts of personality which are held in high esteem
- discuss self as most important person for whom to assume responsibility
- define sexuality as part of personality
- realize that she/he is a unique and special individual

B. Introduction:

Human sexuality encompasses a great deal more than specific sexual activity. Sexuality is an integral part of each individual's personality. For young people the pre-teen years can be difficult years of struggle with efforts to adapt to a new body, new feelings, new social demands and a new need for independence.

Our greatest contribution to young people at this age can be to help them feel good about themselves. Our job is to enhance a student's feelings of self-esteem, self-respect and personal dignity. It is known that children who value themselves are far less likely to allow themselves to be exploited sexually or otherwise. Moreover, young people with high self-regard are not likely to want to exploit others.

In developing this feeling of positive personhood our job is to help young people gain an understanding of sexuality as a normal healthy, important, and integrated part of their physical, emotional, and social well-being.

The themes of positive personhood and a holistic approach to sexuality will reoccur through the curriculum. This unit will set the informal tone and pattern for subsequent sessions.

C. Vocabulary:

1. Dignity- to be a worthy highly regarded person, to have self-respect.
2. Responsible- a person who can be trusted or depended upon; a person who takes credit or blame for an action.
3. Self-esteem- belief in yourself, to value and like yourself.
4. Sexuality- a part of everyone's personality that has to do with how she/he feels and acts as a female or a male.

Note: Vocabulary may be added to the "I Learned Journal".

II. LESSON OUTLINE

A. Motivation:

Have you ever looked in the mirror and asked yourself "Who is that boy?" or "Who is that girl?"

Sexuality is part of your total personality. Your sexuality has a direct relationship to your physical development, your emotional adjustment and your thinking as an individual.

In Family Life Education, you will study human sexuality. Learning about sexuality will give you an appreciation of the changes taking place in your body at this very moment...

You are growing upward and outward. You are becoming a new person inside and outside. Everytime you look into that mirror, you will see a "new me".

Understanding why these changes take place and when you can expect them will make your progress much less confusing.

A real understanding of what is happening to your body will help you feel more relaxed and self-confident about yourself.

When you take care of "Number One" you can feel good about yourself and have lots of good feelings to share with others.

Our course in Family Life Education is also about families, how they begin, how babies are born and what privileges and responsibilities exist between the people in a family.

Later we're going to talk about other relationships, especially friendships with other young people and the many choices to make in those friendships. We're going to talk about making good decisions, and learning how to communicate what we feel and mean to others so that we can become more and more comfortable in all kinds of relationships.

Lastly, we're going to talk about some of the health problems that so many young people are concerned about, things like VD and teen pregnancy. We're hopefully going to come to some good solutions on how to deal with these problems too.

Sexuality is a wonderful gift that has been given to every human being. Ideally, it should increase your enjoyment of life and bring happiness to you and those around you.

Before we explore the physical and emotional changes taking place in our bodies, we need to exmaine our personalities. The activities planned for you today will help you learn "all-about-you" and tell you a few things you never knew before.

B. Housekeeping:

We think you're going to enjoy this course very much. In order to make this experience as rewarding as possible, there are just a few procedures to go over.

It's important to know that we're all still learning. All people are still learning about the body, and feelings, and sexuality. I'm still learning too... Because we're all still learning, all questions are okay. They are a means for us to explore answers together. I certainly won't be shocked by any questions. I welcome them. There will be an "I Wonder About" Question Box placed in our class for you to ask anonymous questions. At each Family Life class meeting we will answer questions from the box. Some of the answers we may even have to look up together.

One important rule is that no question is funny. We may have a lot of fun together in class, but no one's question is every to be made "fun of". Chances are there are many people who have the very same questions. You will be expected to ask your questions honestly and enter into class discussions freely. You will have the oportunity to think about your own personal attitudes and values.

Another part of our class will be to keep a journal of things that we are learning. A spiral notebook should be a fine way to keep your Family Life Education Journal. We will keep adding special things that are learned.

Some days there will be so many interesting things to do that we won't be able to complete them all in school. There will be several "I'm Still Learning" activities to take home and complete. These will be enjoyable things to do not really "homework". Some may offer a great opportunity for discussion with your parents.

In order to keep remembering the many good qualities we each have, we're going to begin many classes with "I am Proud Exercises". They help us keep in mind what we really like about ourselves. They work like this.....

C. Activities:

** I am Proud Whip-Warm Up

Objective:

1. To build self-esteem
2. To focus on positive aspects of personality
3. To establish climate of group participation

Time: 10 minutes
Materials: None
Procedure:

1. Teacher whips around room and asks students to respond with a brief "one-liner" to the following statement: "I like myself best when...."
2. Anyone may pass.

Process Points:

1. How did it feel to hear all the good things people feel about themselves?
2. Why do we sometimes focus on the negative when there is so much positive?

** Voting Exercise

Objective:

1. To see diversity of feelings and experiences in class
2. To continue to build group climate
3. To give practice in public of offering a position

Time: 10 minutes
Materials: None
Procedure:

1. Teacher calls out the following list of behaviors and asks students to respond by "hands up" or "hands crossed" to indicate whether the behavior applies to them.
2. "How many of you.....
   . Like to sleep late on weekends?
   . Have read a good book this month?
   . Have ever loved a pet?
   . Have a secret you've never shared?
   . Would rather be older?
   . Talk to your parents about sex?
   . Have a private place to go when you want to be alone?
   . Wish you were an only child?
   . Like to be teased?
   . Wish you could stay up later at night?
   . Wish your parents would give you more freedom?
   . Dream about being famous?
   . Ever felt loving?

Process Points:

1. Were most answers the same or different?
2. How does it feel to be like, or unlike, everyone else?

** Film Strip: Discovering Your Personality: Who Are You?[3]*

Objective:

1. Part I: To see adolescent peer models and how family life, school, and community interests shape their self images.
2. Part II: To see how these same four young people talk about important aspects of their developing personalities.
3. To show that pre-adolescent feelings are universal.

Note - Filmstrip: How Do I See Myself? (Part I) may be substituted.[4]

Time: 25 minutes
Materials: Film Strip, Tape, Dukane Projector and Screen
Procedure:

1. Show film strip.
2. Stop at appointed breaks for a few feed-back comments.

Process Points:

1. In what ways do the young people in the film, show how they feel good about themselves?
2. How do they deal with problems and concerns?

** Dyad Sharing

Objective:

1. To have students focus on areas in which they've experienced positive interaction.
2. To nuture a feeling of self-worth.
3. To become aware of personal communication.

Time: 20 minutes
Materials: None
Procedure:

1. Have students choose a partner, preferably not a "best-friend," and share for three minutes about the following topics:
   . A time when you felt especially loved.
   . A time when you did a very good deed.
2. Switch partners between topics and share again.

Process Points:

1. Did you choose or wait to be chosen? Do you usually do that? Would you like to change? (Ask after question #1.)
2. How did it feel to tell and hear about the good things you've experienced?

** An Advertisement For Me

Objective:

1. To help students focus on the ways they want to be viewed.
2. To build group cohesiveness.

Time: 30 minutes
Materials: White paper 9 x 12, Crayons, Masking Tape
Procedure:

1. Read the following statement, "If you were asked to advertise yourself, giving facts about some of the true and honest characteristics that are really terrific about you, what would you want people to know?"

2. Ask students to write their names in the center of the page and then choose words that best describe them as follows:

   a. an "ing" word-bottom left
   b. an "ist" word-bottom right
   c. an "able" word-top right
   d. a "ful" word-top left
   e. The "sunshine of your life" under your name.
   f. Favorite hobby above your name.

3. Now have students tape tags to their shirts and mill about reading each other's tags.

Process Points:

1. How did it feel to write down all of those good things about yourself?
2. How did it feel to read what other people had written, and have them read yours?

** I Learned Notebook

Objective:

1. To crystalize individual learning.
2. To promote sense of group learning.

Time: 10 minutes
Materials: Spiral Notebook
Procedure:

1. Ask two students to complete one or more sentences, beginning with the statements: After today's class
   .I learned that I
   .I was surprised that I
   .I am disappointed that I
   .I am glad that I
2. Ask students to ponder their responses and then write one or more sentences in their notebooks.
3. People who want to share are invited to do so.

Process Points:

1. Emphasize need to capture what was learned whether or not it is verbally shared.
2. Tell students that relevant learning experiences can be added to the notebook between sessions too.

** "I Wonder About" Question Box

Objective:

1. To offer students an anonymous way of asking questions related to family life and human growth.
2. To allow students to see the diversity and prevalence of their peers' concerns and questions.

Time: 15 minutes
Material: 3 x 5 Index Cards, Lockable Box
Procedure:

1. Remind students that all questions are valid, important, and generally wide-spread. Share that all are still learning about human growth and sexuality. Reinforce that no questions will ever be laughed at or thought to be funny. Reiterate that you welcome questions and because you have had training and feel this topic is so important, you feel yourself to be "unshockable" (even though you might be).
2. Ask students to think of questions and jot them down on the cards.
3. Explain that you will answer a few questions each day.
4. Explain that some people who have no current questions may think of questions as the class progresses and that's fine.
5. Proceed to answer a few questions.
6. Remember:
   a. Questions should be answered giving a spectrum of views. Answers like "some people believe" or "some people do" are helpful ways to begin.
   b. It is okay not to answer questions about your personal life saying simply that what you yourself do is not necessarily helpful to share. (Use your sensitive judgment here).
   c. It's okay to turn some questions back to the class getting a variety of students' answers. They want to hear what their peers think.
   d. Compliment the anonymous questioner by acknowledging: "That's a good question."

** "I Am Still Learning" Exercise: "What I Like About Me"

Objective:

1. To carry learning into home.
2. To reinforce positive feelings about self.

Time: To be Completed at Home
Material: Paper and Pencil, Possibly a Photograph
Procedure:

1. Instruct students to write a one page composition describing what they really value about themselves. The composition must contain at least 10 adjectives and give an example of a time when the student felt terrific.
2. A photograph may be added which portrays a positive characteristic or an especially "good time".

Process Points:

1. The following day volunteers may read their compositions aloud in class.
2. Compositions may be placed on a "Positive Personhood" bulletin board.

D. Conclusion:

We talked about all parts of our personality today. We especially talked about ways in which we all feel good about ourselves and proud of who we are. That doesn't mean that there aren't things we want to improve in ourselves. However, we especially want to remember the many things about our personalities we and other people value.

We need to also remember and understand that sexuality is a very important part of our personality. Sexuality is part of what every person is. Your sexuality is how you grow as boys and girls, into men and women, and how you feel about it too. We'll talk more about sexuality and these changes next time.

TWO: PUBERTY

I. LESSON PLAN

A. Objectives: After completing this chapter the child will be able to:

- discuss traits shared by all living things
- identify the basic hormones involved in puberty.
- appreciate the variation in human growth and development.
- gain acceptance for the uniqueness and similarities for individual growth patterns.
- appreciate the similarities in development shared by boys and girls.
- develop an understanding of the need for personal hygiene, adequate rest, diet and exercise.

B. Introduction:[5]

This chapter will serve as an introduction to discussions about the physical and emotional aspects of puberty. The purpose of this introductory session is to describe the changes in adolescents' bodies without specifically referring to the sexual development which also accompanies puberty.

In this chapter, both boys' and girls' bodies will be discussed, since many of the changes are common to both sexes. Hopefully, this approach will eliminate the idea that this aspect of study is only relevant to girls. Too often the initial discussions of "growing up" are focused on female development and neglect the males in the group. By concentrating on the similarities between girls and boys during this developmental period, we can encourage discussions and sharing of ideas even before addressing the issues of sexual development.

The most important message for children during this time is that growth, development and change are normal, and that each individual will experience puberty at a different time. It's normal for some girls to begin menstruating in the fifth grade, and for some of their friends to begin in tenth grade. It's normal for some boys to experience voice changes at age eleven, and for some of their friends to be almost finished high school before that begins. These differences don't mean anything more than a difference in genes - they are not related to intelligence, social skills, or experience. Unfortunately, too many kids are plagued by feelings of guilt, inadequacy, or embarrassment because their bodies don't look like others. In this session, the teacher should concentrate on the idea that we're different but will all develop at our own rates, and that that's nothing to worry about.

Changes in height, weight distribution, hair growth, skin, voice, sleep and dietary needs, and attitudes are common for both boys and girls, and are caused by the same hormones in both. These should be explained and discussed in detail with your classes. This is a good time to have kids begin writing anonymous questions for your "question box", so that they'll know you'll answer any questions which are submitted. This will prepare the students for dealing with more sensitive issues of sexual development which will follow.

Background Information

Between the ages of nine and thirteen, most children will begin puberty. Girls begin sooner than boys, and puberty in boys lasts longer than in girls, but generally the first signs are evident by the time a child is thirteen.

The pituitary gland is located deep inside the brain, just about at the center of the head. For reasons which are not quite clear (but may be related to total body weight or size) the pituitary begins releasing hormones that trigger the body changes that occur in puberty. Follicle Stimulating Hormone (FSH) and Luteinizing Hormone (LH) act on a person's gonads (the girls' ovaries and the boys' testicles) causing them to begin releasing hormones into the bloodstream. Girls' ovaries secrete estrogens, and boys' testicles produce testosterone. These hormones are chemicals which work through the bloodstream and cause the body to develop new patterns of growth.

Rapid body growth is the first signal that puberty is beginning. Boys will begin a growth spurt a little later than girls, but will usually end up being taller than most girls. The androgens released by the adrenal glands cause the larynx, or voicebox, to enlarge. This cuases changes in a person's voice. Boys' voices become noticeably deeper, and may be rather embarrassing during the time of change. Girls' voices usually become a little deeper, too, so that an adult woman's voice is quite different from a child's.

Hair begins to grow differently when puberty begins. The most noticeable hair grows under a person's arms and is called axillary hair. In our society many women choose to shave their underarms, but in other countries this is not done. Men hardly ever shave their axillary hair. Pubic hair begins to grow, sparsely at first, but eventually the pubic hair is thicker and is pigmented more darkly than head hair. Pubic hair grows in a triangular pattern and eventually will cover the flesh over the pubic bone.

The hair on people's arms and legs also becomes thicker and darker during puberty. Each person's pattern of hair growth depends primarily on the hairiness of his/her ancestors, and has nothing to do with their athletic abilities, intelligence, or sexual experience. Some people's hair is very dark, and some women choose to shave their legs to remove the hair. Some swimmers, both male and female, shave all their hair to reduce friction in swimming races. Most men will develop some facial hair which will be discussed in Chapter Three.

The hormonal changes that occur in both sexes may also cause some changes in the skin and in the secretions from skin surfaces. Most boys and girls, before puberty, don't perspire very much and especially not from their underarms. After puberty, however, perspiration is one of the body's mechanisms for controlling body temperature and for excreting wastes. Most adults in this country find it necessary to use underarm deodorants or antiperspirants to control wetness and odor in the underarms. Showering frequently, especially after strenuous exercise, helps control perspiration odors and helps prevent staining clothing with perspiration wetness.

The hormonal changes also cause the oil glands in the skin to begin producing more oils to lubricate the skin. This is particularly noticeable on the face and in the head hair, since oiliness is visible. Sometimes teenagers are troubled by acne, or pimples, which are the result of blocked oil glands. If the glands are kept clear and the oil can be released onto the skin, there is usually no problem. But, if the glands become blocked (sometimes called whiteheads), the oil may collect under the skin and cause a bump. Sometimes the gland bursts under the skin and becomes inflamed and infected, this is a pimple. Pimples usually occur on the face, but sometimes people get pimples on their necks and backs. The best way to avoid pimples is to eat a balanced diet (so that your body doesn't have excess oiliness or dryness to contend with), to wash thoroughly and regularly with a good soap and hot water, and to get plenty of sleep and exercise.

Oiliness in the scalp can cause the hair to look dirty and stringy. Before puberty, most children don't need to wash their hair more than once or twice a week. After puberty, however, hair may need to be washed every day or so. Finding a good shampoo is important, and having clean shiny hair will help a person look and feel better, too. Some people have trouble with dandruff, or flaky skin on their scalp, and there are special shampoos that can help this situation.

Sleep and exercise become very important during puberty. Since the body is growing and changing at a dramatic rate, it's sometimes easy for young people to overeat and under-exercise and so become overweight. A balanced diet, including foods from the four basic food groups, and regular exercise will help people maintain a good weight and size. People who are overweight should think about their reasons for being in that condition, often it indicates unhappiness with themselves and their lives, and being fat just adds to the problem. Young people should know that it's much easier to lose weight and change eating habits during adolescence than it is later on in life.

Sleep is very important. Researchers have found that the people who are healthiest and live longest are the people who regularly sleep at least seven hours a night. Students who stay up late (often watching TV) will find it hard to get up in the morning. This makes it difficult to eat a good breakfast, and so they're tired and cranky when they get to school. Whether students believe it or not, most teens need at least eight hours of sleep - getting less is harmful to the body in the same way as not eating properly, not exercising, or not keeping the body clean.

Puberty is a time of great emotional changes, too. When children reach puberty, they begin to recognize that they will someday be adults, and will be expected to take care of themselves and live on their own. This realization often stimulates the young adolescent to begin exercising independence in some ways at home - for example, in cleaning or not cleaning one's room, taking care of one's own clothing and laundry, or making decisions that may not agree with parents judgments. It's important at this time for adolescents to learn to make decisions on their own, but they may need some help in making accurate ones. It's also important for the young person to separate from parents during the next six to eight years, and to establish an identity and lifestyle all one's own. Unfortunately, many teens want to separate and become independent overnight, and long before they're really ready.

Many young teens and pre-teens run into conflicts with their parents during this stage of development. This is usually caused by a difference of opinion about things like school, dating, religion, and personal appearance. It's normal for kids to want to be different from their parents, and it's normal for parents to react strongly when their children won't act the way parents want them to. Some parents establish strict rules, and some children routinely test their parents' limits by breaking rules. This is all part of the child's struggle for independence, and the parents' reluctance to let the child be completely independent. Both reactions are normal, and both are based in justifiable facts. Unfortunately, the conflicts can be painful and disruptive to the family. Relationships with parents and with siblings and peers should be discussed so that children understand the universality of the problem and the options open to them to solve such conflicts.

Some young people, at times, are frightened at the prospect of being separated from their parents and having to fend for themselves. The turmoil of adolescence can produce some anxieties about personal competence and abilities to survive. It's important that kids be reassured that most people, with proper education and self knowledge, can live happy and productive lives as adults.

The hormonal changes of puberty will also cause an increased awareness and interest in sexuality. Relationships between members of the opposite sex, and peer group relationships, become very important in youngsters' lives. The dating game begins in earnest as the adolescent begins to recognize his/her abilities to attract and relate to members of the opposite sex. Additionally, media influences such as advertising, rock songs, magazines, etc. all imply that teens should be dating and should be forming intimate relationships. It's interesting to talk with young people about what it means to be "popular" and to help them identify personality characteristics that are desirable for themselves and others.

We will lastly, try to relate the changes involved in human development to characteristics shared by all living things.

The general tone of this unit should be one which enhances the child's feeling of health and well-being, and continues to build self-esteem.

C. Vocabulary

1. Hormone - A substance formed in an organ of the body and carried in the blood to some other part, where it has an effect.

2. Independence - The quality of relying on oneself.

3. Pituitary - An endocrine gland that is about the size of a pea which is located in the brain. It acts like an alarm clock sending out hormones which begin physical development.

4. Puberty - The time of life when boys and girls begin to be men and women

5. Unique - Unlike any other; special.

II. LESSON OUTLINE

A. Motivation:

You are both unique and similar to all other people. You are very special. You have your own special pattern for growing and developing which is unlike anyone else's. This is a time of unusual growth and development. All of you will go through these changes and that's how you are all similar. You are unique because you will each go through these changes at your own very special rate.

There is no one normal time for boys and girls to begin becoming young men and women. What is normal is for this process to occur at very different times for everyone. Early and late, tall and short, fast and slow, big and small, are all normal. That may seem hard to accept, but that's normal too.

Today we are going to learn about how you are unique and similar to each other as boys and as girls...also to each other as members of the opposite sexes, and to all other living things.

B. Housekeeping:

Teachers may want to arrange classroom seating in horseshoe or semi-circle. The ability for all children to see each other should considerably enhance group interaction. The informality of a semi-circle may help to reinforce a relaxed atmosphere as well.

C. Activities:

** Proud Whip Warm Up
Objection:

1. To re-establish climate of group interaction.
2. To recognize positive qualities within self and others.
3. To focus on the growing process.

Time: 10 minutes
Materials: None
Procedure:

1. Ask students to "whip" around the class completing the following statement: "What I like best about growing up is....."
2. Anyone may pass.

Process Points:

1. How are we alike or different in our thoughts about growing up?
2. Are there some difficult parts to growing up also such as the concern: "Am I normal?"

** Living Things Brainstorming
Objective:

1. To help students appreciate the characteristics shared by all living things.
2. To see similarities between human growth and growth in other areas of nature.

3. To relate Family Living to other familar science course work.
4. To reestablish a climate of group sharing around a comfortable topic.

Time: 10 minutes
Materials: Blackboard and Chalk
Procedure:

1. Ask students to brainstorm a list of characteristics shared by "living things".
2. Accept all answers and list them on the board. (Brainstorming implies that all answers are acceptable without "veto".)
3. Emphasize that you are looking especially for characteristics that relate to growth and development.
4. If not offered by the class, add such items as: "living things...."
   . are made of cells.
   . reproduce their own kind; have special reproductive cells.
   . often take care of their young.
   . need male and female cells in order to reproduce.
   . are like other members of their species.
   . are each unique.
   . all grow at individual growth rates.

Process Points:

1. Allow for discussion about each above item after they are all listed.
2. Emphasize that all human growth is very much like that of other living things.
3. Ask students to describe other instances in nature where growth happens at uniquely individual rates. Examples might be the blooming of flowers, the hatching of eggs and even the growth of teeth. (They will probably come up with many more.)
4. Explain how human growth is triggered by the pituitary hormone.

** Popcorn - optional
1. To dramatize the concept of the "bell-shaped curve".
2. To dramatize that all things that begin at the same time don't all "pop" at the same time.
3. To enlarge the concept of what's "normal".
4. To enhance students' feeling of being normal.

Time: 15-20 minutes
Materials: Oil, popcorn kernels, salt, popcorn popper, or hot plate and large covered pot, paper cups
Procedure:

1. Ask for volunteers to make popcorn.
2. Instruct students to closely listen to the "popping" sound from beginning to end of the process.
3. Allow students to enjoy the popcorn in individual paper cups.

Process Points:

1. Ask students to describe the manner in which the corn popped.
2. Emphasize the "bell-shaped curve" concept noting the early and late "poppers" as well as the bulk in the middle.

3. Discuss how this pattern resembles the way human growth and development might be experienced by a group or class of boys and girls who are all the same age.
4. Discuss how it might feel being an early or late "popper" as opposed to someone who "pops" with the crowd.
5. Emphasize that individual patterns of growth are normal for each individual.

** Film Strip: Growing Into Womanhood/Manhood[6]

Objective:

1. To stimulate thinking about adolescent development.
2. To emphasize the characteristics shared by boys and girls.

Time: 15 minutes
Materials: Part I, film strip and tape, screen
Procedure: View film strip
Process Points: See following exercise

** "How We Are Alike"
Objective:

1. To emphasize characteristics shared by both sexes.
2. To create climate of male/female partnerships in group sharing.

Time: 30 minutes
Materials: Magic markers, newsprint, blackboard and chalk, overhead projector, transparency: "From Child to Adult"[7]

Procedure:

1. Divide class into groups of approximately 8 people with an equal number of males and females in each group.
2. Ask students to compile a list of characteristics about growth and development that are shared by both sexes. The list should have three components:
   a. Physical changes
   b. Health and personal hygiene need changes
   c. Emotional changes
3. Encourage participation by walking about and mentioning which group is "leading" with the longest list.
4. After group lists are completed, compile a master list on the blackboard.
5. Use the J.&J. transparency "From Childhood to Adult" to show the physical characteristics shared by both sexes as well as those unique to each sex.

Note: It may be best to do lists one at a time, process, and then go on to another round of small group sharing, etc.....

Process Points:

1. Discuss the many physical characteristics shared such as:
   . increase in height and weight
   . development of pubic and underarm hair
   . stimulation of reproductive hormones by the pituitary gland
   . development of reproductive organs
   . oiliness of skin
   . oiliness of hair
   . vocal changes
   . functioning of sweat glands
   It is appropriate here to mention that girls begin development approximately one and a half years earlier than boys.
2. Discuss the health and personal hygiene need changes emphasizing and explaining the need for:
   . proper well-rounded diet
   . adequate rest, 7 to 8 hours per night
   . adequate exercise
   . attention to oily skin and hair with frequent bathing, shampooing, and changes in clothing
   . attention to personal grooming

Note: It is appropriate for the teacher to introduce and discuss topics not mentioned by children. Reintroduce caring for "#1" theme.

3. Discuss the emotional changes shared by both sexes allowing for group interaction and participation. Mention such items as:
   the desire to assert independence from parents
   the increased interest in the opposite sex
   the feigned disinterest in the opposite sex
   the experience of sexual feelings
   the need for privacy
   the desire to be popular

** "Panel of Professionals" - optional

Objective:

1. To further focus on pre-adolescent behavioral and emotional needs.
2. To emphasize the universality of these characteristics.

Time: 20 minutes
Materials: Five chairs placed at front of class.

1. Select from volunteers a moderator, two male and two female "panelists".
2. Have moderator interview each panelist regarding: "The most important things to keep in mind regarding adolescent changes."
3. Limit each panelist to approximately a 3 minute monologue.

Process Points:

1. Ask for feedback from the audience as to their agreement or disagreement with the panel.
2. Refer to the previous "master-list" to reinforce growth characteristics.
3. Create a list on the board of the "Most Helpful Things to Remember".

** Growing Up Thoughts - optional[8]
Objective:

1. To help students recognize that puberty is a time of transition from childhood to adulthood.
2. To stimulate thinking about what issues are of concern to people as they grow.

Time: 20 minutes
Materials: Dittos-cross sections of heads (next page)
Procedure:

1. Ask students to draw inside the heads on their ditto sheets, making little pictures of things that represent what they thought about when they were in kindergarten, presently, and what they think will be on their minds when they grow up.
2. For example, a kindergartner may have pictures of toys, games, family members, pets, and so on. At present, they'll probably have pictures of favorite games, books, people, or activities. Adult concerns could be job related, houses, families, or activities that they would like to pursue when they grow up.

Process Points:

1. How are the kindergartner's things related to the present?
2. What did people do in kindergarten that prepared them for what they are doing today?
3. What things that are happening today are related to one's life as a grown-up?
4. Are some things present in all three pictures? What, and why?

** The Changing Body - optional[9]
Objective:

1. To help students understand the processes of adolescent development;
2. To reinforce the idea that everyone changes at different rates and times; to encourage students to become comfortable with their bodies.

Time: 20 minutes
Materials: Paper and Pencils
Procedure:

1. Ask students to draw a picture of themselves as they see themselves right now.
2. After about ten minutes, ask them to draw a picture of what they will look like ten years from now.

Process Points:

1. What things changed most for students? Why?
2. Have some people already started to change in these ways?
3. What ways will your body need more attention when you're older?
4. What things will need less attention?
5. As body shapes and sizes change, do people change too? Why?

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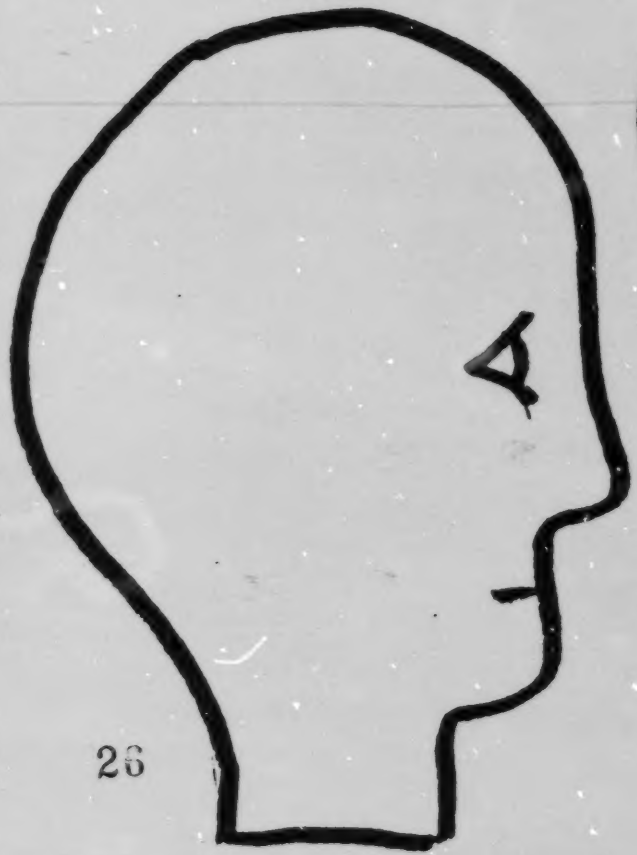
WHEN I WAS IN KINDERGARTEN
I THOUGHT ABOUT:



<u>NOW</u> I THINK ABOUT:

WHEN I'M GROWN UP, I'LL
BE THINKING ABOUT:

* "I'm Still Wondering" Question Box

Objective: To answer newly stimulated questions.

Time: 10 minutes
Materials: 3 x 5 cards
Procedure: Answer three or four questions as indicated in Unit One.

* "I'm Still Learning" Homework: "When Are You Old Enough?"[10]

Objective:

1. To help students recognize that maturity doesn't come overnight.
2. To emphasize that many qualities and abilities can be considered as measures of maturity.

Materials: Chalkboard
Procedure:

1. Make four columns on the board titled:

2 Years Ago	- Now (stay up late)	- 2 Years from Now (go downtown alone)	- Why? (know when I'm tired)

2. Ask students to head a page this way.
3. Ask students to list things that they weren't permitted to do two years ago, but can do now, in the "Now" column. Put things that they can't do now but will be able to in two years in the "2 Years from Now" column. (Add arrows to clarify as shown in examples.) In the "Why?" column, ask the class to list reasons for the change in their abilities to do things, or in their parents' willingness to allow them these activities.

Process Points:

1. On the following day ask students: "How do you know when you're old enough to do these things? How do your parents know if you're old enough?"
2. Discuss your parents' reactions to this exercise.

* "I Learned" Exercise: See Unit I

Conclusion:

Reinforce that the day was spent talking about the unique and similar qualities shared by living things, by boys and girls, and by individual males and females.

Ask for volunteer comments on why it is important for boys and girls to understand each other, and about each other's development. List comments. Share that the next two sessions will be devoted to an in-depth discussion of males and females. This knowledge is important for both groups to have as they continue to understand themselves, each other and their sexuality. Explain that while boys and girls classes may be separated for the next sessions, each group will be covering the same material.

Note: Of the optional activities, chose those, which in your judgment, will best enhance achieving the unit objectives for your class.

III. EVALUATION[11]

PUBERTY

Choose the best answer and write the letter in the blank.

1. Puberty is the time a person changes from a child into _____.
   a. a person
   b. an adult
   c. a woman
   d. a man

2. Puberty usually begins at around age _____.
   a. 6-8
   b. 9-13
   c. 14-16
   d. 15-17

3. Sometimes people have pimples during puberty. These are caused by _____.
   a. viruses
   b. worrying
   c. too much sun
   d. oily skin

4. During puberty _____ begins to grow under a person's arms and in pubic area.
   a. hair
   b. pimples
   c. perspiration
   d. layers of fat

5. When people reach puberty, they need to take showers and wash their hair more often than when they were little kids because _____.
   a. they get dirtier than little kids
   b. they perspire more than children
   c. they need to use up extra energy
   d. showers help you grow faster

6. People start growing quite fast during puberty because of _____ in their blood.
   a. hormones
   b. sugar
   c. protein
   d. glands

7. The _____ gland in the brain causes the body to produce growth hormones.
   a. sweat
   b. pituitary
   c. salivary
   d. size

8. During puberty, both boys and girls voices change because the _____ grows bigger.
   a. lungs
   b. mouth
   c. abdomen
   d. larynx

THREE: ABOUT BOYS

I. UNIT PLAN

Objectives:

After completing this unit the student will:
- understand that all boys experience the same physical changes.
- understand that all boys have a unique growth rate.
- be able to describe the physical changes experienced by males during adolescence.
- be able to describe the path of the sperm during ejaculation.
- have an increased appreciation of the advantages and disadvantages of being a male.

B. Introduction[12]

This chapter will provide specific information about the changes in boys' bodies that accompany puberty. Sexual development in boys usually begins around age thirteen or fourteen, though it's not ususual for boys ages 10 to 18 to just be starting to develop.

It is very important that boys and girls learn about puberty in both sexes. In order to minimize the feeling that this information is only intended for one sex or the other, the teacher should be sure to encourage questions and comments from the girls', as well as the boys' classes.

Many young boys might be uncomfortable when this information is presented, because it seems like the teacher is describing their own private lives. Teachers should be sure to let students know that all men eventually go through this process, though each at his own rate and in his own unique way of developing. Additionally, if the students are interested in learning about female bodies, they should (logically) be interested in the counterpart. Sometimes young boys are simply now aware that their bodies have just as many interesting parts and functions as the girls' do.

While most girls, at some point or another, have talks with their mothers about sexual development, or at least about menstruation, many (if not most) boys are well into puberty before their parents talk with them about sex. You might use this opportunity to encourage the boys in your class to ask their fathers about male sexual development. Sending home a list of good books for the kids and the parents might help the fathers get more involved in their children's education. Of course, many mothers are raising families alone, and need the same information and probably a little additional reassurance about their abilities to discuss sex with their children of either sex.

Many boys tend to be quite competitive about sexual development seeing who develops first, fastest and biggest. The teacher should point out that the rate or amount of development each boy experiences is different, and that the only reason some people make fun of other people is that they're unsure about what's going on and they want someone else to feel bad, too. This is unnecessary.

Body growth shouldn't be a matter for measuring anything about a person, and being comfortable with one's own body is the first step toward being comfortable with adult life.

Background Information:

Puberty in boys usually begins at about age 11-12, though there are very few visible external developments for the next few years. Usually, a boy is about 14 before he begins to show outward signs of development.

When puberty begins, the pituitary gland produces Follicle Stimulating Hormone (FSH) and Interstitial Cell Stimulating Hormone (ICSH). ICSH is the same hormone as LH in girls. These hormones act on the boy's testicles, which begin producing the male hormones: androgen and testosterone. Since the testicles are rather small before puberty, the levels of testosterone in the boy's body increase over a period of time and the effects of the hormone are visible only after a year or two of hormone production.

The first sign that puberty is beginning in boys is the enlargement of the genital organs. First, the penis, then the testicles begin to grow to their adult size. The growth may occur over several years. It's important to note that the size of a man's penis is completely unrelated to his sexual abilities or his capacity to reproduce. It's also a proven fact that a penis that is smaller than average when it is flaccid (soft) will increase proportionally more than a larger penis, so that the erect penis is almost always about six inches long.

As the testicles mature and produce more testosterone, the hormone acts on other parts of the body to cause many changes. Boys usually develop pubic and underarm hair around age 15, and some boys may develop facial hair at that time. Many men in this country continue to develop hair on their faces, chests, and backs even after they're over age 20. Statistically, only half of the boys in this country will need to shave by the time they are seniors in high school.

Boys' bodies develop the characteristic musculature of men, just as girls' bodies develop fatty areas and breasts to form the characteristic female shape. Men's chests widen, the shoulders become more broad, and the muscles develop to give men an adult physique. Naturally, men who exercise will develop more pronounced muscles than men who don't. Body development doesn't occur overnight, either, and it's important for boys to get plenty of exercise, plenty of sleep, and a good balanced diet in order for their bodies to develop fully.

Personal hygiene is particularly important to young boys, since the perspiration and oiliness of the skin that accompany puberty can be quite a problem if they aren't taken care of. Sometimes the need for clean clothing and deodorant comes a few months or years before a boy is interested in looking attractive, so it's important for boys to remember to change shirts, launder their underwear, and use a deodorant when they notice perspiration.

Boys' voices also change during puberty. Under the influence of hormones, the larynx, or voicebox, grows much larger in men than it does in women. During the time it's growing, boys may be surprised to hear their voices cracking and squeaking in the transition from a higher to lower octave. Most boys' voices have changed by age 15, and they're surprised when people don't recognize them on the telephone. The larynx is located in the throat, and some men's larynxes protrude from the neck and become the "Adam's Apple".

As the boy matures physically, his body will also develop sexual responses which will eventually enable him to have sexual relations and become a father if he so chooses. Sexual arousal causes the penis to become engorged with blood, and it becomes hard and erect. Erections are usually common occurrences in boys from the time of birth, but at puberty many boys experience increased interest in sexual stimulation.

Around age 12 or 13, the internal glands of the boy's body begin producing fluids that will eventually be ejaculated from the penis during sexual excitement. The prostate gland enlarges and produces the major component of the seminal fluid, and the seminal vesicles and Cowper's gland begin producing fluids as well. Pituitary FSH causes sperm to begin developing in the male gender. Sperm cells are usually present in a boy's ejaculate at around age 15, though the onset of sperm production earlier or later is not uncommon.

Sometimes a boy's first experience with ejaculation occurs during the night; this is called a nocturnal emission, or wet dream. Nobody knows exactly what causes wet dreams, though they may be related to dreams, sexual thought, or even the build up of ejaculatory fluids within the body. At any rate, wet dreams are common for all boys, and they can rarely be predicted or controlled. (Teacher might relate this to the occurrence of menstrual periods in girls - a loose correlation but accurate in terms of the uncontrollable nature of the event and the social stigma that may accompany either.) The best way for most young boys to deal with their concerns over stained pajamas or soiled sheets is simple: learn to use the laundry facilities. Many young boys are embarrassed when they have wet dreams, but if they get into the habit of changing their own sheets, nobody would ever know. (Additionally, Mom would be very pleased.)

Erections sometimes occur at unpredictable times and places, too. It should be clear that erection does not necessarily lead to ejaculation, and that erections will go away naturally. In the early years of puberty, the penis is very sensitive to all kinds of stimulation, such as visual images, talking about sex, thinking about sex or girls, clothing that is too tight, riding on a bumpy road or subway, etc. Boys may be worried about other people noticing their erections, and should be reassured that most people won't be paying that much attention, and that most adults will understand what's going on, so there's really no need to worry.

Circumcision is a simple operation which removes the foreskin of the penis (that part which covers the glans penis). Circumcision is usually done at birth in this country, and about 98% of American men have been circumcised. This is unrelated to religion, etc.

Circumcision does not affect a man's sexual life, and is thought to be a beneficial procedure because circumcised men usually have fewer problems with infections or irritations of the penis than men who have their foreskins. Boys should not worry about whether or not they have been circumcised, since the external appearance is the only difference. But, boys who have not been circumcised should be especially careful to pull back the foreskin to wash the glans of the penis and to remove materials collected there called smegma. (There is some evidence that the wives of uncircumcised men have higher rates of cervical cancer and cervical abnormalities than the wives of circumcised men.) If boys have concerns about circumcision they should discuss them with their family doctor.

At puberty, boys begin to experience emotional changes as well as physical changes. These changes are sometimes hard for a boy to recognize, but over the course of a few years he will realize that he is really growing up. The most common cause of emotional turmoil in adolescence comes from differences between parents' and children's attitudes. Boys may feel that their parents are too strict; that they demand too frequent cleaning of their rooms; that they don't understand today's clothing styles or haircuts; or that parents are trying to be too nosey about their friends. Parents, on the other hand, usually think that their sons are just plain lazy about cleanliness and leaving their closets in order; and that they're trying to hide their acquaintances and activities from parents. As boys strive to become independent individuals, they will eventually recognize that their parents and families aren't as unreasonable as they once thought. As a bonus, parents will eventually realize that the boy is growing up and will let him exercise his own judgment about things sooner or later.

Another emotional change that occurs during puberty is increased interest in dating and girls. Many boys aren't the least bit interested in the opposite sex until at least age 13 or 14. But gradually, boys will begin to form friendships and close relationships with girls. This is usually accompanied by an increased interest in clothing, hairstyles, appearance, physique, and personality. Most young people, boys and girls alike, want to be accepted and acknowledged as part of a peer group, or clique, or gang of some kind, and will adopt the group's values and attitudes as their own. It's important for kids to think about what kind of image they want to develop, what kind of reputation they will get, and what kind of friends they will be happy with over the next few years when they choose groups to become a part of.

Every boy develops differently. Every boy will have his own particular questions, concerns, and feelings about growing up. It's important for teachers to recognize the differences and to try to address the concerns of all participants in the class, so that each child will get the best possible information about the body they're living with, and will feel as good as possible about the changes that puberty brings.

Background Information - Ejaculation

from Education for Sexuality [13]

by Burt, J.J, and Meeks, L.B.

The sperm cell is the male reproductive cell. For conception, or fertilization to occur, as in other living things, the sperm and egg cell must meet. In order for the sperm to fertilize the egg and start new life it must travel out of the testes where it is produced, and eventually out of the penis into the female's body.

You would think this would be a short trip but this isn't true. The sperm has to pass up into the male body as it has many preparations to make before it gets where it is going.

When a boy is about eleven or twelve, the pituitary sends out a hormone signal for sperm production to begin. Sperm must be produced at exactly the right temperature. The little sac that holds the boy's testicles called the scrotum keeps the testes at the optimum temperature.

After the sperm are made, they do not stay in the testes long for they have a long journey to make. The very next stop is a resting place right above the testes called the epididymis. As the sperm mature they develop tails in order to swim and begin to look like tadpoles. A sperm moves like a tadpole too. It swims.

When the sperm are ready to be used they pass up into the body from the epididymis through the long vas deferens tube. Energy is needed for the long journey ahead, and so a very small "filling station" called the seminal vesical empties a sugary substance into the vas deferens.

The sperm need liquid to swim in. The prostate gland, the next stop, adds a milky water to the sperm. Now the sperm are in a milky, sugary substance called semen.

The semen is now ready to enter through a long tube leading through the penis called the urethra. We know that urine leaves the body through this same tube but semen and urine never travel together. Right beside the urethra are two "cleaning stations" called the Cowper glands. They squirt a cleansing fluid into the urethra to "clean the road" for the semen.

Remember we said the urethra was a long tube inside the penis. The father or male, uses his penis to place the semen inside the female, or mother. The penis is usually soft and hangs down between the man's legs. But when a man is ready to ejaculate the penis becomes hard or erect and the man has an erection. This makes it easier for the penis to be placed in the female's vagina. Through a series of musculatory contractions the semen squirt through the urethra and out of the male body. This is called an ejaculation.

During each ejaculation about a tablespoon of semen is ejaculated. However, in each ejaculation there are about three hundred million microscopic sperm! This is nature's way of trying to make

sure that one will "make it" and reach the female egg.

Also nature tries to insure fertilization by adding exactly the right substances to the semen to allow for the sperm to live in the female body while waiting for fertilization. Ninety-five percent of semen is made of liquids other than sperm that help the sperm to live. Sperm can and do live inside the female body for as long as seven days! The male reproductive system is a wonderful factory always at work producing sperm and semen so that fertilization can occur.

C. Vocabulary

1. Circumcision- the surgical removal of the foreskin from the end of the penis.

2. Cowper's Glands- small internal organs located near the bladder that add a cleansing ingredient to the semen.

3. Ejaculation- the process when semen is pushed through the urethra by a tightening and relaxing motion of all of the internal sex organs.

4. Epididymis- tiny tubes where the sperm are stored to mature.

5. Erection- when a man's penis, which is usually soft and limp, swells with blood and becomes hard and erect.

6. Penis- the male external sex organ, through which sperm leaves the body, also used to discharge urine but never both at the same time.

7. Prostate Gland- the internal organ located near the bladder that contributes the thick white liquid to the semen.

8. Scrotum- the pouches located behind the penis that contain the testicles, and keep them at the right temperature.

9. Semen- the fluid which is passed out of the urethra during ejaculation. Each ejaculation contains about one tablespoon of liquid and carries around three hundred million sperm. Approximately ninety-five percent of semen is made up of fluids from the seminal vesicles, the prostate and the Cowpers glands.

10. Seminal vesicles- small organs located near the vas deferens that add a sugar-like fluid to the semen.

11. Sperm- male sex cell produced in the testicle that are the man's half of the fertilized egg.

12. Testicles-the ball shaped organs located in the scrotum where sperm are produced.

13. Urethra- the tube through which urine leaves the body in both males and females; and through which sperm leave the body in males, but never at the same time as urine.

14. Vas Deferens-the tubes that carry sperm up from the testicles.

15. Wet Dream- the discharge of semen from the penis during sleep; also called a nocturnal emission.

Note: students may add vocabulary to journals.

II. LESSON PLAN

A. Motivation

About half the people in the whole world are males! They all share the same physical characteristics. All adult males have experienced puberty changes-all at different rates. All male children will experience puberty changes-all at different times. Each male is unique and yet similar to all other males.

Today we are going to learn what the male adolescent changes are, and how the body of a mature male functions. There will be new and fascinating information for both girls and boys to understand.

B. Housekeeping

Since this session is a "same sex" session, it may be helpful to explain to students that boys and girls are separated for this, and the following session, to allow for greater freedom in asking questions that either might be reluctant to ask otherwise. Assure students that both boys and girls will be receiving the same instruction during both sessions.

The beginning of this class may be a time to deal with homework assignments or "left over" material from the preceding unit. Some points may, in your judgement, need a brief review.

C. Activities

**Proud Whip-warm up

Objective:
1. To build self-esteem.
2. To re-establish group climate.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking the students to complete the following sentence: "The male person who makes me feel best about myself is..."

2. Anyone may pass.

Process Points:
1. Are there a lot of special males who make us feel good?
2. Are they all in our families?

••The Changes in a Male - Brainstorming

Objective:
1. To create awareness of male adolescent changes.
2. To foster group sharing.

Time: 20 minutes
Materials: chalk/board, overhead transparency on male/female changes, overhead projector.

Procedure:
1. Ask students to suggest any male adolescent changes that they are aware of.
2. Create a list on the board.

Process Points:
1. Discuss secondary changes such as: shoulders fill out; chest broadens; beard begins; hair grows under arms, on chest, and in pubic area; oil and sweat glands begin to function; voice deepens; Adam's apple may become prominent.
2. Which of these characteristics are shared by girls?
3. Discuss primary changes such as: development and function of testes; production of sperm; and the occurence of nocturnal emissions or wet dreams.
4. Emphasize the different times that these changes occur and the great variation in the range of "normal".

••Filmstrip: Growing into Manhood/Womanhood Part II, Band II.[14]

Objective:
1. To learn about physical and emotional changes in the adolescent male.
2. To bring class knowledge to an equal level.

Time: 20 minutes
Materials: Dukane projector, screen, film strip and tape.

Procedure:
1. View film strip.

Process Points:
1. Ask student to complete the following: "After seeing this film, what I remember most is..." "What I am still uncertain about is..."
2. Discuss above, perhaps via following excercise.

**The Path of the Sperm

Objective:
1. To aquaint students with the names and functions of the male reproductive organs.
2. To familiarize students with the ejaculatory process.

Time: 30 minutes
Materials: overhead projector, transparency[15] "Male Reproductive Organs Showing Path of Sperm", pencils, anatomy charts, (see next page).

Procedure:
1. Using transparency trace path of sperm.
2. Use Background Information on Ejaculation for guidance.
3. Trace process from sperm production in epididymis to ejaculation through urethral opening, defining all organs.
4. Following explanation, have students work in groups of six completing the adjoining ditto sheet.
5. Have the entire group share answers. Use transparency as a "check".

Process Points:
1. Emphasize the viability of sperm due to the nature of supportive chemicals in semen, which create ideal acidic balance.
2. Dramatize likelihood of possible impregnation having students re-learn number of sperm in each ejaculation-- about three hundred million!

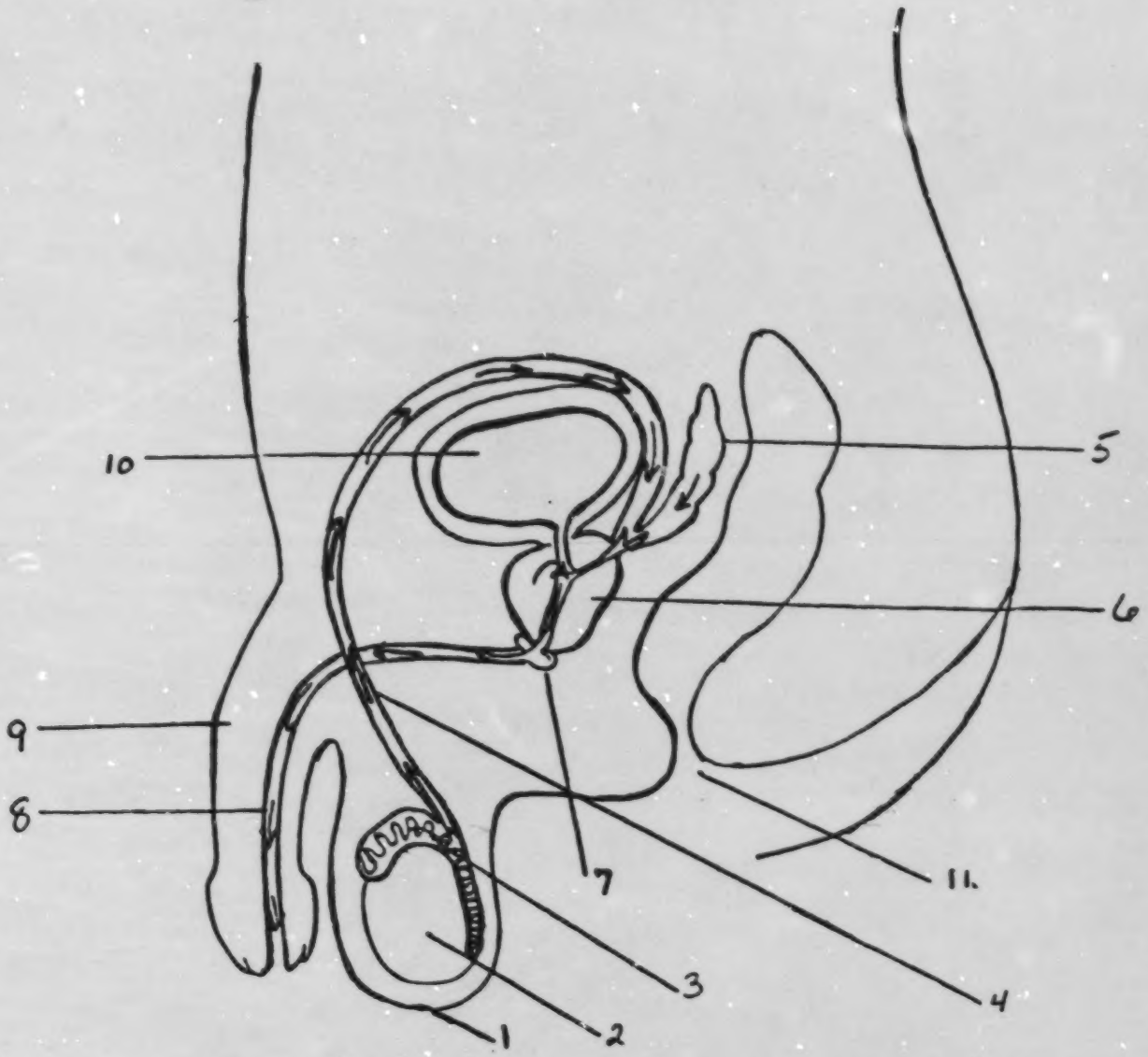
** Facts and Fantasies about Ejaculation[16]

Objective:
1. To dispel myths about male sexual functioning.
2. To increase knowledge about ejaculatory process.

Time: 15 minutes
Materials: none

Procedure:
1. Read the following statements having students raise their hand if they think the statement is true and fold their arms if they think the statement is false.
2. Discuss each statement, referring to correct information.

Male Reproductive System – (Side View)



1. Keeps testicle at right temperature._____
2. Where sperm are produced._____
3. Tiny tubes where sperm wait._____
4. Tube that carries sperm from epididymis._____
5. Adds sugary liquid to semen._____
6. Adds milky liquid to semen._____
7. Adds cleansing liquid to semen._____
8. Tube that carries sperm and semen from body._____
9. Organ that carries sperm and semen from body._____
10. Where urine is stored._____
11. Opening to rectum._____

Ejaculation Facts and Fancies:

a. Wet dreams can make a boy weak or ill.
Myth-wet dreams occur naturally.

b. If a man ejaculates a lot he will use up all of his sperm cells.
Myth-sperm cells are produced continually.

c. An erection shows that a man is thinking about sex.
Myth-some erections are not caused by sexual excitement.

d. Men can urinate when they have an erection.
Myth-during an erection, the bladder is blocked by a tightly closed sphincter.

e. A man can ejaculate when he is asleep.
Fact-this is called a nocturnal emission or a wet dream.

f. The urethra carries semen through the penis.
Fact - the urethra does carry semen as well as urine through the penis.

g. A baby can have an erection.
Fact-erections can begin as early as infancy.

Process Points:
1. How many questions were we all unclear about?
2. Is it hard to show what we think our answers are in public? Why?

**Advantages and Disadvantages of Being Male

Objective:
1. To have students clarify in their own minds the perceived advantages and disadvantages of being male.
2. To expand the physiological focus of the unit into feelings.

Time: 20 minutes
Materials: newsprint, markers, chalk, board.

Procedure:
1. Divide students into groups of six to eight.
2. Have each group list on newsprint the advantages and disadvantages of being male.
3. Have a representative of each group read lists aloud.
4. Compile two master lists on board.
5. Master lists may be shared at a later date in the mixed class of boys and girls.

Process Points:
1. Are there more advantages or disadvantages?
2. How different or similar are the lists of boys and girls? Discuss.

**I Wonder Question Box

Objective: To clarify information and concerns regarding male sexuality.
Time: 10 minutes
Materials: 3x5 cards
Procedure: See unit one.
Process Points: See unit one.

**I Learned Journal - See unit one.

Time: 10 minutes

**"I'm Still Learning" Homework

Objective:
1. To reinforce knowledge about ejaculation.
2. To increase retention of terminology.
Time: To be completed at home.
Materials: Journals and pencil.
Procedure:
1. Students will write a one page report giving sequence of ejaculatory process and using all vocabulary words.
2. Teachers may check reports on the following day.

Conclusion

We have seen how all boys become men and learned that this change happens at different times for all males. We have also seen that there is a lot to know about the male body and the way it functions. Much of this information is new to many people. Knowing the facts helps people when they begin to hear misinformation or myths. That's important!

We not only learned about the way the male body works, but also about the way males feel. That's important too, because our bodies and feelings are both a part of sexuality.

During our next session we will have a chance to learn about the changes in females and what their feelings are too. Learning about, and being comfortable with our own bodies is the first step toward being comfortable with adult life.

III. EVALUATION[17]

ABOUT BOYS

Choose the best answer and put the letter in the blank.

1. Boys begin puberty later than girls, but usually end up a little _____.
   a. shorter
   b. faster
   c. taller
   d. slower

2. The gland in the brain that causes the changes of puberty to begin is the _____.
   a. pituitary gland
   b. sweat gland
   c. salivary gland
   d. hormone gland

3. Hormones from the pituitary gland cause the boy's testicles to produce _____.
   a. sperm and hair growth
   b. hair growth and voice changes
   c. muscles and testosterone
   d. sperm and testosterone

4. When boys reach puberty, they may grow hair in all of these places EXCEPT _____.
   a. on the face
   b. on the palms
   c. under the arms
   d. around the penis

5. Sometimes a boy's penis fills with blood and becomes hard. This is a normal reaction called _____.
   a. an erection
   b. puberty
   c. testosterone
   d. an irrigation

6. Occasionally a boy's body will release some fluid through the penis during the night while he is asleep. The fluid that comes out is made of _____.
   a. white blood cells
   b. urine
   c. sperm and seminal fluid
   d. adrenalin

7. A boy's voice changes because his _____ grows bigger and may even stick out a little. This is also called the Adam's Apple.
   a. neck muscle
   b. larynx
   c. mouth
   d. chest

8. When girls mature sexually, they begin producing egg cells about once a month. When boys mature sexually, they begin producing sperm cells _____.
   a. once a year
   b. continuously
   c. once a month
   d. one time only

FOUR: ABOUT GIRLS

UNIT PLAN:

A. Objective: After completing this unit the student will be able to:

- appreciate the unique quality of individual female growth patterns.
- understand that all girls experience the same physical changes.
- describe the changes that occur in the female body during adolescence.
- describe the menstrual cycle.
- define the internal and external female reproductive organs.
- identify qualities that promote female personal hygiene and comfort.
- identify the advantages and disadvantages of being female.
- develop a sense of pride and respect for the female body.

B. Introduction[18]

This chapter will provide specific information about the female reproductive system, and the changes in girls' bodies at puberty. Menstruation will be explained in detail, as well as the other bodily changes that mark the transition from childhood to womanhood.

It is very important that boys and girls learn about puberty in both sexes. In order to minimize the feeling that this information is only intended for one sex or the other, the teacher should be sure to encourage questions and comments from boys as well as girls.

Sometimes boys may question why they have to learn about this, too. Teachers should point out that knowing about the changes of puberty will be helpful to everyone. Almost everyone has brothers or sisters or cousins or friends who might have questions, and it's nice to be able to answer questions from both sexes, no matter what sex you are. Additionally, we know that many young people share common sexual myths. So, by teaching both sexes about each others' development, we eliminate a lot of wrong information.

This chapter about girls begins an opportunity to discuss the amazing processes of pregnancy and birth, and to prompt students' thinking about the choices that will be available to them in later life.

Background Information

Girls usually begin puberty at about age 11-12, though as, early as nine or as late as sixteen is not unusual. In addition to the changes described in unit two, girls' bodies undergo sexual development which eventually will enable them to reproduce.

The same pituitary hormones that cause growth spurts, hair growth, and changes in the skin and body secretions also cause the growth and development of the sexual organs. (Follicle Stimulating Hormone (FSH) and Luteinizing Hormone (LH) act on the ovaries, causing these two walnut-sized organs to produce estrogens.) Estrogen causes the uterus, vagina, fallopian tubes, and external vulva to grow to their adult size during the next few years.

The female reproductive organs are located in the lower part of a woman's abdomen, enclosed on all sides by the bones of the pelvis. The uterus is a pear-shaped organ that is about the size of a girl's fist when she reaches puberty, and it is located just above and behind the bladder - right behind the pubic bone (that's the bone at the bottom of the zipper on jeans). The uterus is connected to the outside of the body by the vagina, which is a flexible passageway that opens between the woman's urinary opening and her anus. The vagina's walls are folded and very stretchy, to allow the penis to enter during sexual intercourse, and a baby to pass through if the woman has children. The part of the uterus that extends into the vagina is called the cervix. Most women can feel their own cervix if they try - it feels like the end of your nose.

The ovaries are located on each side of the uterus, and are about the size and shape of walnuts. The ovaries are almost surrounded by the end of the fallopian tubes, one on each side, which form passages for the eggs from the ovary as they make their 3-4" trip from the ovary to the uterus. Fallopian tubes are about as thick as pencils, with the opening inside about as big as the pencil lead.

The first signal of puberty in girls is usually the development of breasts. At the beginning, they're called breast buds, and the part that develops is the area of darker pigmentation called the areola. In a year or so, breast tissue around and beneath the areola develops and adds fatty layers so that the breast itself becomes apparent. The nipple will always remain a darker color than the surrounding breast, and this is the area of the breast that becomes erect during sexual excitement. Sometimes cold temperatures, anxiety, and other things can cause the nipples to become erect, too.

As breasts develop, most girls will begin wearing brassieres to support the weight of the breasts. Getting a bra is usually a significant event for young girls, even though some may not like the idea of wearing one. Girls with large breasts should always wear bras because the breasts can become stretched and sometimes even sore if they aren't supported in some way. Our society

puts a great deal of emphasis on the appearance of a woman's breasts, which leads many girls to worry about the size of their own. Teens should be reassured that having large or small breasts doesn't mean anything about how attractive or how feminine a person will be, and that many women don't complete their development until they are much older than teenagers.

About a year after the breast buds appear, a girl can expect her first menstrual period. This event is called menarche, and occurs at average age 12 in this country at this time. The age of first menstruation has been decreasing steadily over the past hundred years, but it's not unusual for a girl to be fifteen or sixteen and still not have started periods. (By age sixteen, a girl should probably see a doctor to make sure that her body is developing normally - in most cases it's perfectly normal but girls who are sixteen and over and have not yet begun to menstruate often feel better knowing that a doctor has examined them and found nothing to worry about.)

Menstruation is the periodic shedding of the lining of the uterus. About 2-4 ounces of blood, uterine tissue, and mucus are discharged through the cervix and out from the vagina. This is in response to a cycle of hormone changes that the girls' body will undergo until she is about fifty years old. The hormone changes are caused by the ovaries producing different levels of estrogen and another hormone called progesterone, and the pituitary gland's secretion of FSH and LH.

At the beginning of each cycle, pituitary FSH causes the ovaries to begin developing several follicles (sacs), each containing an immature egg cell. Only one of these follicles will develop fully enough to release a mature egg, but several actually start to develop. Nobody knows how these are chosen, or why only one develops in each cycle. As the follicle develops, the ovary produces more and more estrogen, so the levels of estrogen in the bloodstream increase. When the follicle is ready, it bursts open and releases a mature egg cell. The egg floats into the area around the ovary and into the fallopian tube, where it begins to travel toward the uterus. Occasionally, more than one egg is released and this may result in the birth of fraternal twins if the eggs are fertilized.

Meanwhile, the follicle which burst open now becomes a hormone-producing site called the corpus luteum. It produces progesterone, which enters the bloodstream and causes several things to happen: the pituitary senses the progesterone and no longer produces FSH, so the other follicles stop developing; the lining of the uterus begins to grow thick and rich with blood; and estrogen levels reach a peak and then begin to decrease. After about fourteen days, the corpus luteum stops producing progesterone. With the estrogen levels very low, and progesterone production stopped, the lining of the uterus begins to disintegrate and shed. When the pituitary senses the lack of estrogen and

progesterone in the blood, it begins to release FSH again, so the whole cycle starts over again.

The whole process of hormone production in response to blood levels of other hormones is sometimes called a "feedback loop". If one of these things doesn't function properly, the whole cycle is stopped or delayed.

Once the egg is released from the ovary, it will live for about twelve to fourteen hours. It begins travelling down the Fallopian tube toward the uterus, and it will die unless it is fertilized by a sperm cell from a man. Sperm cells get into the woman's body during sexual intercourse. If the egg is fertilized, the resulting cells begin to produce hormones (including progesterone) immediately. In this way, progesterone levels remain high in the bloodstream and the uterine lining does not break down. The fertilized egg will implant itself into the uterine lining and continue to produce hormones that will support the pregnancy.

Most girls begin having periods around age twelve, but most girls also don't ovulate (release an egg from the ovary) with every cycle for a year or two. This may be because the follicles don't ripen enough to release mature eggs, or it may be for other reasons that nobody understands. At any rate, since the follicles don't produce eggs it's also likely that the hormone levels will be sporadic at first.

Most girls's periods are very irregular at first, and may come every three to four weeks or not at all for several months. Most people think that a normal menstrual cycle is 28 days long, which is why some people call the menstrual period the "monthly" period. Other nicknames are: "that time of the month", "your friend", "the curse", and many more. Actually, not too many women have periods right on schedule every 28 days. Most women vary a few days from month to month, and sometimes it's normal for a woman to have a period every 21 days or every 45 days! At any rate, it's a good idea for girls to keep track of when their periods come, so they'll have some idea of when to expect the next one.

A menstrual period usually lasts four or five days. During that time, about two to four ounces of blood and tissue are discharged from the uterus, and this fluid must be absorbed as it leaves the body (otherwise it would stain the girls' clothes). Sanitary napkins and tampons are made just for this purpose. A napkin is worn inside the girl's underpants, either hooked onto a special belt or stuck to the panties with adhesive strips on the napkin. Tampons are worn inside the vagina, and can be used by any girl who feels comfortable inserting them. Tampons will not cause any harm or damage to the girls' body. It's important for the girl to change her napkin or tampon several times a day to keep her body fresh and clean.

When a girl is menstruating, it's especially important to get plenty of sleep, eat a good diet, and bathe or shower often, so that she feels as good as possible. Nobody else can tell when a person is menstruating unless the girl herself acts differently. Exercise is helpful during periods because it can help prevent or relieve the cramps that sometimes come with periods. Nobody knows exactly what causes cramps, but it might be related to the tissue and blood passing through the cervix, or opening or the uterus.

Some girls feel a bit more cranky or irritable during the few days just before their periods begin. This is called "pre-menstrual tension", and is probably caused by the hormones that are being released as part of the menstrual cycle. If girls recognize that these feelings are temporary, and that they're caused by the natural hormone changes in their bodies (and not caused by the girl or the people around her), then these feelings will be easier to handle. Some girls get strange urges during this pre-menstrual time - like wanting to clean their rooms, to reorganize their wardrobes, or to work hard at some special project.

Some old wives' tales say that girls shouldn't take showers or wash their hair during their periods. None of this is true, and there is no basis for this in fact. Hair and bodies should be kept clean at all times, and keeping up a normal, active life is the best way to deal with periods. Young girls might be interested to know that in some cultures in the past, menstruating women were thought to have special magical powers, some good and some bad, and women were often made to live in separate places until their periods were over!

While learning about the menstrual cycle, it is important to know about normal discharges. Around the cervix, which is the opening of the uterus into the vagina, there are many glands that produce secretions in response to the hormone levels in the blood. After a period, and before ovulation occurs, the cervix produces mucus that is thick and sticky. At the time of ovulation the mucus becomes thin and slippery, like a raw eggwhite. After ovulation the mucus goes back to being thick and cloudy. Some women keep track of their mucus secretions so that they'll know when their periods will come. Young girls may notice the differences in mucus because these secretions will eventually come out of the vagina and onto her underwear.

It is perfectly normal for girls to have a little bit of discharge from the vagina all the time, since the vagina produces fluids that clean it and the mucus from the cervix may be mixed with normal secretions and difficult to distinguish. Girls who are really interested in keeping track of their bodys' cycles may want to keep records of when they notice thick, sticky mucus or thin, slippery mucus. These changes may not be too noticeable until the girl starts to ovulate, which may be quite a while after she begins having periods.

The hymen is an object of much discussion. The hymen is a small bit of tissue that partially or wholly covers the opening of the vagina in some girls. The hymen can be torn during exercise or play, and can be stretched when a girl uses tampons. Most women don't have any problems, but sometimes the hymen is made of thick skin and needs to be surgically opened before a woman has intercourse. Every woman has a different size, thickness and shape opening in the hymen, and these differences are nothing to worry about. Nobody knows exactly what the hymen is for, since its presence or absence does not prove anything about a girl's sexual experience. Girls can use tampons without tearing the hymen, and some girls have no hymen anyway. Doctors cannot tell if a woman has had intercourse by looking at their vagina or hymen.

When women become sexually aroused, several changes occur in the body. Sexual arousal in women is characterized by erection of the nipples, increased flow of blood to the pelvic area, and secretion of lubricating fluids inside the vagina. Girls may notice when they are excited that the vagina feels quite warm and damp, in response to the increased blood circulation and the fluids that come through the walls of the vagina. Unlike men, women do not ejaculate when they are experiencing sexual pleasure. However, the pleasurable muscular contractions and relaxations of the internal organs are very much the same for men and women.

Girls usually experience emotional changes during puberty that are reflected in their relationships with the parents, siblings and friends. Interests change, and girls may find that they are growing closer or farther apart from their friends and schoolmates. Interest in dating and special relationships with boys may cause some girls to act differently than in the past. Emotions are very strong at this time, and both boys and girls experience good and bad relationships very intensely.

Communications with parents are often strained at this time, since the growing girl is seeking her independence and her parents are probably still trying to protect "their little girl". Some families can talk openly about differences of opinion and values, while others deal with the problems by not discussing them. It's a good idea for young people to try to help their parents understand their feelings, even though it may be hard, since parents will have a good deal of influence for at least another six or eight years.

As girls reach puberty, they are faced with a lot of changes. They may have to change their activities and their clothing to accommodate their new lifestyles and bodies. They must be careful about personal hygiene. Sometimes it seems like a lot to get used to, but it all becomes routine after a while. Each woman develop - es differently, and each feels differently about the way she is developing. The most important thing for girls to learn during this time is that the body is a remarkable thing that can bring pleasure and pride to its owner if it is kept in good health!

C. Vocabulary

1. Cervix - the muscular opening to the uterus from the vagina; opens during childbirth.

2. Clitoris - a small sensitive organ in front of the vagina.

3. Fallopian tube - a tube leading from each ovary to the uterus; the place where conception or fertilization occurs.

4. Hymen - a thin membrane that may partially cover the opening of the vagina.

5. Labia - folds of skin around the entrance to the vagina.

6. Menstrual cycle - the periodic building up and shedding of the lining of the uterus about every twenty-eight days or so.

7. Menstruation - the normal discharge of blood and thickened inner lining from the uterus through the vagina, occuring every twenty-eight days for most women.

8. Ovaries - the female reproductive organs that produce egg cells and female sex hormones.

9. Ovulation - the process of discharging mature eggs from the ovary.

10. Ovum - the female egg cell, which if fertilized by a sperm cell, develops into an embryo.

11. Uterus - the organ inside the lower part of the woman's abdomen where the baby develops before birth; the womb.

12. Vagina - the passageway from a woman's uterus to the outside through which a baby is born; the place where sperm cells are deposited by the male during sexual intercourse.

II. LESSON OUTLINE

A. Motivation

All girls become women. How that change is made happens differently to all girls - some sooner, some later. It's a wonderful change that affects the body and the way girls look and feel.

Because of the many changes that go on, most girls, and boys, need information to understand menstruation, ovulation, and all the feelings that accompany becoming a woman.

Today we are going to talk about becoming a woman. There will be a lot of new and fascinating information to discuss for all of us. Knowing whats going on inside is the first step to being happy with the changes that puberty brings.

B. Housekeeping

This lesson may be preceded by a review of the previous lesson, and homework checks. Again, the circle format may greatly help to facilitate discussion.

**Proud Whip - warm up

Objective:
1. To establish positive feeling about females or being female.
2. To re-establish group climate.

Time: 5-10 minutes
Materials: none

Procedure:
1. Whip around class asking students to complete: "A female who really makes me feel good about myself is..."
2. Anyone may pass.

Process Points
1. Are there many girls and women who make us feel good?
2. Are all of these females in our families?

**The Changes in a Female - Brainstorming

Objective:
1. To create awareness of female adolescent changes.
2. To foster group sharing.

Time: 15 minutes
Materials: chalk, board, transparency on male/female changes, overhead projector and screen.

Procedure:
1. Have students create a list of female puberty changes.
2. List all items in two categories, primary and secondary on the board.
3. Use transparency on male/female changes for added input.

Process Points
1. Discuss secondary changes such as: height and weight increase; hips become rounder; development of pubic and underarm hair; oil and sweat glands begin to function; voice deepens.
2. Which of these characteristics are shared by boys?
3. Discuss primary female changes, such as: the development of breasts; the development of reproductive organs; the onset of menstruation (menarche), and the beginning of ovulation.

Note: The teacher might mention here that ovulation might not begin until after menstruation and that is why a lot of girls think they cannot become pregnant and then suddenly they can, and do!

4. Emphasize that these changes happen at very different rates for all girls and this is completely normal.

**Film -Naturally... A Girl[19] or Growing into Manhood/Womanhood[20] Part II, Band I

Objective:
1. To heighten sense of comfort about female changes.
2. To bring class to equal level of knowledge.

Time: 10 minutes
Materials: screen, film and projector, and/or filmstrip, Dukane projector and tape.

Procedure: View presentation.

Process Points
1. Ask student to complete the following statements for themselves:
   "After seeing this film I feel..."
   "After seeing this film I am still uncertain about..."
2. Take a few volunteer comments.
3. Relate this to the next exercise.

**Understanding Female Anatomy and Functioning

Objective:
1. To facilitate learning regarding female reproductive anatomy and functioning.
2. To bring class to some level of knowledge.

Time: 25 minutes
Materials: overhead projector, screen, J.J. transparencies,[21]

J.J. teacher guide, "Feminine Development", ditto sheets on female anatomy, and vocabulary.

Procedure:
1. Use transparencies in the following sequence to explain anatomy and the menstrual cycle.
   a. Understanding Your Body: The Vulva
   b. How to Insert a Tampon (use to show clitoris not shown on previous transparency.)
   c. Reproductive Organs: Internal Side View
   d. Female Reproductive System
   e. The Menstrual Cycle
2. Using the J.J. guide to prepare in advance, explain simply the narrative that correlates with each transparency.
3. Ask students to form groups of six to eight and do ditto sheets as a group. Share answers.
4. Refer to transparency as a "check".

Process Points
1. Emphasize the "wonder" of nature in regulating the female cycle.
2. Dramatize the likelihood of pregnancy occuring due to:
   a. Large number of eggs each female has - over 200,000;
   b. Egg waits in tube two to three days for fertilization; and
   c. The perfect chemical and temperature environment in female system to keep sperm alive for up to seven days!
3. Reiterate that ovulation may follow menarche by a year thus falsely making young girls think they cannot get pregnant.
4. Reiterate that all development happens differently, and that's normal.

**Feminine Hygiene

Objective:
1. To familiarize students with feminine hygiene supplies.
2. To increase girls' comfort in discussing feminine supplies and handling personal hygiene.

Time: 10 minutes, boys class; 30 minutes, girls class
Materials: overhead projector, transparency: How to Insert a Tampon,[22] sample Kits,[23] ditto sheets[24] Calendar Quiz, Situations, Time for a Trip, for girls classes).

Procedure:
1. Discuss menstrual variations:
   a. flow varies from heavy on first day to light on subsequent days.
   b. color varies from brownish to red to brownish.
   c. flow varies from two days to seven days depending on individual, and individual cycles for the same person related to health, etc.
2. Reiterate "similarities and differences" theme.
3. Discuss normal vaginal discharges, (see p. 41 par. 4,).
4. Discuss caring for soiled underwear - girls classes.

5. Display sampler kits passing "samples" of the various tampons and sanitary napkins, and belts.
   Note: Distributing these supplies may have a helpful and positive, de-sensitizing effect. If your tone is "casual" it should be "mirrored" by students.
6. Show transparency - how to insert a tampon.
7. Explain that young girls can safely wear tampons.
8. Do ditto sheets with girls' classes having students share answers.
   Note: Unfortunately there will not be enough time to complete all of the sheets in class. Select one or two and suggest the remainder be completed at home, and perhaps shared at another "all-girls" session between units.

Process Points
1. Be very receptive to comments.
2. Emphasize the importance of personal hygiene and understanding bodily functions in order to maintain health and well being.

**Facts and Fancies about Menstruation[25]

Objective: to dispel myths and misinformation.
Time: 10 minutes
Materials: none

Procedure:
1. Read the following statements having students respond by raising hands if statement is true and folding arms if statement is false.
2. Supply correct information.
   a. Menstruation is an illness.
      Myth - Menstruation is a natural process.
   b. If a girl isn't menstruating by the time she is fourteen, there is something wrong with her.
      Myth - However, a young woman not menstruating by sixteen should see a doctor.
   c. Girls should not exercise while menstruating.
      Myth - Many young women find that exercising during menstruation relieves cramps, however a girl should not exercise if it makes her uncomfortable.
   d. Warm baths may relieve menstrual cramps.
      Fact - Some people find them helpful.
   e. If a woman misses a period she is pregnant.
      Myth - Women miss periods most often when they are young, and during the summer. However a missed period after intercourse may indicate pregnancy.
   f. Menstruation always lasts five days.
      Myth - it may last from one to seven days.
   g. Most women do not have a twenty-eight day cycle.
      Fact - There is great variation between individuals, and individual cycles.
   h. The menstrual flow contains tissue as well as blood.
      Fact - The tissue is the lining of the uterus. The blood

is also only the lining of the uterus, not part of the bloodstream needed by body.

i. Women can swim while menstruating.
   Fact - especially comfortable with a tampon, but every girl has to judge what is personally comfortable.
j. Women should not wash their hair when menstruating.
   Myth - Being clean and feeling clean is especially important while menstruating.
k. Only older women should wear tampons.
   Myth - Younger women may use tampons inserted into the vagina or sanitary pads. This is a matter of personal choice, and comfort.

Process Points: Emphasize correct information with options for personal choice.

**Advantages and Disadvantages of Being Female

Objective:
1. To raise consciousness of both sexes to perceived advantages and disadvantages of being female.
2. To enhance group sharing.

Time: 20 minutes
Materials: newsprint/magic markers

Procedure:
1. Form students into groups of six to eight.
2. Ask them to compile a list of the advantages and a list of the disadvantages of being a female. Any answer is okay.
3. Have a representative from each group share the group's answers.
4. At a later session have girls' and boys' classes share their responses to this exercise; and the corresponding activity for boys.

Process Points
1. Do you think there are more advantages or disadvantages to being female?
2. How can girls become more comfortable about the things that appear to be disadvantages?

**"I Wonder" Question Box

Objective:
1. To answer questions stimulated by session.
2. To reassure students regarding the wide range of normal.

Time: 30 minutes - boys class; 10 minutes - girls class.
(Girls will have had discussion opportunity previously.)
Materials: 3x5 cards

Procedure:Teacher responds to anonymous questions.

Process Points
1. Be very receptive to students needing more information.
2. Reassure those asking "am I normal" questions.

**"I Learned" Statements: See unit one.

**"I am Still Learning" Homework

Objective: To reinforce information on anatomy and menstrual cycle.

Time: To be completed at home.
Materials: paper/pencils

Procedure: Ask students to write a paragraph describing the menstrual cycle and using as many vocabulary words as possible.

Process Points
1. On the next day review papers.
2. Ask if there are any factors still unclarified.
   Note: Calendar Quiz ditto will also make a good homework assignment.

Conclusion

Today we all learned so much about how girls become women and how they feel about those changes. Of course, becoming a woman physically doesn't necessarily mean that a girl is all grown up. This process takes many years, both for a girl's body and feelings to become "grown up".

The female body is a miraculous invention of nature. In order for girls to feel well, the body needs care. In order for girls to feel good about themselves the body needs respect.

At our next session we will talk more about the wonders of the male and female body as we discuss human reproduction.

Note: Several pamphlets from the pharmaceutical companies are available at the close of this session for distribution to students.

IV. EVALUATION[26]

ABOUT GIRLS

QUIZ

Choose the best answer and put the letter in the blank.

1. Girls usually reach puberty a little _____ than boys.
   a. earlier
   b. later

2. During puberty, the girl's body produces a hormone called _____.
   a. pituitary
   b. excedrin
   c. estrogen
   d. menstruation

3. The hormones in a girl's body cause her to develop all the following EXCEPT _____.
   a. breasts
   b. rounded hips
   c. hair on her chest
   d. hair under her arms

4. Menstruation is the periodic shedding of the lining of the _____.
   a. vagina
   b. uterus
   c. pituitary
   d. larynx

5. Ovaries produce hormones throughout the month, but once in each menstrual cycle a woman's ovaries produce _____.
   a. a period
   b. cramps or aches
   c. a pregnancy
   d. an egg or ovum

6. When a girl's breasts begin to grow, it means that she _____.
   a. is beginning puberty
   b. is thinking about sex
   c. is gaining too much weight
   d. is old enough to date

7. Sanitary napkins and tampons are used to protect a girl's clothes from _____.
   a. perspiration
   b. pimples
   c. menstrual blood
   d. hormones

8. The _____ is the part of the uterus that extends into the vagina.
   a. ovary
   b. cervix
   c. larynx
   d. Fallopian tube

FIVE: HUMAN REPRODUCTION/PREGNANCY

I. UNIT PLAN

A. Objective: After completing this unit students will be able to:

- describe the relationship of sexual intercourse to pregnancy and how conception occurs.
- arrange the events leading to pregnancy in proper order.
- explain how fraternal and identical twins occur.
- have a basic understanding of inherited traits.
- identify the early stages of pregnancy.
- describe the three trimesters of pregnancy.
- describe changes in size and appearance of the developing baby and the mother during pregnancy.
- describe the physical and emotional needs of a pregnant female in maintaining her health and the health of her developing baby.
- gain an appreciation of the risks involved in pregnancy.

B. Introduction[27]

Human reproduction is a fascinating topic for almost all people. Children are particularly interested in the mechanics and the functions of the reproductive system, especially since they may have heard or generated stories about exactly where babies come from.

The stories about the stork, about finding babies under cabbage leaves, and about getting babies at the hospital are all based on one simple element: parents who are too embarrassed or too unsure of the information to give their kids straight answers. This class is designed to give kids the facts about conception and prenatal development in terms they can understand and in concepts that they can grasp.

Most children, early on in life, learn that objects are created, made, put together, or bought at a store. This gives rise to a myriad of theories about where babies come from. Some youngsters will give descriptions of how to build babies, and some are content to just go to the "baby store" and pick one out. By the time kids reach age nine or ten, most have some basic idea about pregnancy - having seen pregnant women or having experienced pregnancies in pets at home. But, the myths and rumors persist until somebody sets them straight.

Kids will only absorb as much information as they can handle at any particular time. Teachers should be alert to children who are feeling puzzled, anxious, or embarrassed by the information, since many children may have had prior experience with this information (and not always positive experiences). Some kids will want more detailed descriptions of the processes. These needs may be addressed during question and answer sessions.

Fertilization, or conception, occurs when a sperm cell (from the father's testicles) meets an egg cell (from the mother's ovary). This meeting usually takes place in the fallopian tube. The sperm cells get into the mother's body during sexual intercourse, when the man puts his penis inside the mother's vagina, and ejaculates seminal fluid containing sperm cells.

Intercourse comes from the word "inter" which means "between". Other words like "interchange" and "interview" describe a behavior between two people. Intercourse describes a sexual and very loving interaction between a man and a woman. During intercourse there is always the potential of creating new human life, or starting a pregnancy. Unlike other animals, humans are able to have sexual intercourse other than when the female is specifically able to conceive. (However it is often difficult to tell just when the woman can conceive or become pregnant.) Humans, therefore, unlike animals have a lot of decisions to make about their sexual relations and their desire and readiness to start a new life.

If the sperm cell and egg cell meet, following sexual intercourse, the sperm cell penetrates the outer lining of the egg cell and breaks through to the inside. Once inside, the sperm and egg's chromosomes combine to form the first cell of the new human being. Chromosomes are strands of genes, and they contain all the necessary information to cause the sperm and egg cells, now joined to become the fertilized egg, to grow into a person. In this way, half of the baby's genes will come from its mother, and half from its father. Each human being has forty-six chromosomes, arranged in twenty-three pairs. In the new fertilized egg, one chromosome from each pair comes from the mother, and one comes from the father. The last pair of chromosomes, pair number twenty-three, is made up of either an X chromosome and a Y chromosome, or two X chromosomes. The mother's eggs always have an X chromosome in the twenty-third space. The father's sperm cell may have either an X or a Y chromosome. If the fertilized egg has an XX pair, the baby will be a girl. If the fertilized egg has a XY pair, the baby will be a boy. Right now nobody knows exactly how to get a boy or a girl, since the father's seminal fluid has many, many sperm and they may be either X or Y.

After an egg has been fertilized by a sperm cell, it travels down the fallopian tube to the mother's uterus. The lining of the uterus has been building up a thick spongy layer of blood and tissue to support the pregnancy, and the fertilized egg (which has been dividing to form more cells along the way) burrows into the lining of the uterus and begins to grow there.

The fertilized egg divides first into two cells. Then each of those two divide and form four cells, then eight, then

sixteen, and so on and so forth. Soon, the ball of cells is many times larger than the original egg cell or sperm cell. As the cells divide they begin to form different parts of the developing embryo. An embryo is a baby in the first eight weeks after pregnancy begins. The cells form a protective sack around the embryo, called the amniotic sac, and the embryo grows for the rest of the pregnancy in the amniotic sac and it's fluids. For the entire nine months of pregnancy, the baby will be floating in fluids and not breathing.

The baby gets its oxygen and its nutrients (food) through the umbilical cord, which connects the baby to the inside of the mother's uterus. All the things the baby needs travel through the umbilical cord in the baby's blood. The baby's blood travels through the cord to the mother's uterus, and ends in a spongy mass of blood vessels called the placenta. The baby's and mother's blood never mix, but they travel close together in tiny blood vessels that allow the food and oxygen from the mother to get into the baby's blood and the waste materials (like carbon dioxide) from the baby's blood to get back into the mother's blood. The mother's body takes care of the baby's wastes through her own kidneys and other excretory organs.

Almost anything the mother eats, drinks, or smokes will pass through the placenta and into the baby's body. That's why mothers need to eat good food, plenty of milk and vegetables, and take special vitamins so the baby will be as healthy as possible. If the mother drinks alcohol, the baby can be adversely affected and might even suffer some brain damage. If the mother smokes, the baby won't get as much oxygen as it should, and may be born prematurely or be smaller than normal when it is born. Also, any drugs or medicine the mother takes will affect the baby, too.

In the first three months of pregnancy, the fertilized egg will develop into all the organs and parts of the baby's body. Its organs, like the heart and lungs, are completed. By the end of the first three months the bones will begin to harden (they start out as cartilage, like your ear or nose), and the sex organs will be completed. If the mother takes any dangerous drugs in the first three month, it might cause some changes in the development. Also, some diseases can cause birth defects. The best example of this is rubella, or German measles. Mothers who have German measles in the first three months of pregnancy sometimes have babies who are blind, deaf, or otherwise abnormal. Of course, there are many other things that can cause birth defects, but it's important for the mother to be very careful during that time.

In the second three months, the baby's body will be completing the development of all its organs, and it's body will begin using some of them. The baby will begin to practice sucking, sometimes sucking its thumb. Its blood circulates throughout its body, its digestive system works, and it even inhales and exhales to exercise its lungs. Of course, there is no air inside the amniotic sac, so the baby is really inhaling

amniotic fluid, but this is good practice for the time when it will have to breathe on its own.

In the last three months, the baby grows to its full birth weight, usually around seven pounds. Some babies are as little as four pounds, and some are as big as eleven pounds, but most are about seven pounds when they're born. (Teachers might find examples of things weighing seven pounds, to illustrate the tiny size of the newborn.)

Sometimes there is more than one baby growing in the mother's uterus. Twins occur once in every ninety births, triplets once in nine thousand, and quadruplets once in five hundred thousand. There are two different kinds of twins. Identical twins are caused by a fertilized egg that divides into two separate embryos. Identical twins always look exactly alike and they are always the same sex (since they both have the same pair of twenty-third chromosomes). The other kind of twins, fraternal twins, are caused by two separate egg cells being fertilized by two separate sperm cells. Fraternal twins don't necessarily look alike, and are sometimes opposite sexes. Fraternal twins might look alike, like brothers and sisters might, and they might be the same sex, but they are not identical like identical twins. Some families have more twins than other families, and this is probably because of some hereditary characteristic that makes it more likely for those parents to have twins.

Siamese twins are extremely rare. Siamese twins are twins that are joined together by part of their bodies. Most people think that this is caused by an embryo that separates into two individuals, but separates too late for them to be completely divided. Usually they are joined at the abdomen or hip, though in one recent case two girls were joined at the top of their heads. Siamese twins are usually better off if they are separated, and this requires careful medical attention. Some children have heard stories about two-headed babies or babies with three legs. This is probably a birth defect related to Siamese twins, and the babies usually don't survive. (Children have a fascination for this obscure information!)

If there are problems with the developing baby, or in the mother's body at the time of pregnancy, the mother may have a miscarriage. This means that the developing baby isn't able to live, and it is born much too soon. Often the baby is not even developed, and most miscarriages happen in the first three months of pregnancy. This is very sad for the mother, but some people think that this is nature's way of making sure that babies that are born are as healthy as possible.

During pregnancy, the baby grows to its full size and eventually is very crowded inside the mother's uterus. When the baby begins to get big, the mother's abdomen begins to stretch

out to make room. The uterus gets very large and it fills up the mother's abdomen so that she may have trouble bending over. The uterus, by the end of pregnancy, goes all the way up to the mother's ribs, and it pushes her stomach and her intestines out of their normal places. Pregnant women usually wear special clothes called maternity clothes, to accommodate the different shape of their bodies.

When a woman is pregnant, she stops having her normal menstrual period. This is logical if you remember that the period is the lining of the uterus. When a woman gets pregnant, the fertilized egg and later the embryo begin producing hormones that cause the uterus to keep developing the lining, rather than shedding it. Also, the hormones cause the mother's body to change in other ways, like increasing the size of her breasts. The breasts develop during pregnancy so that when the baby is born the mother can produce milk from her breasts to feed the baby. Sometimes the hormones also make the pregnant woman have different moods - she may be very excited about having a baby, or she may have times of being scared of her new responsibilities. These feelings of moodiness are normal during pregnancy.

Some mothers also feel some discomfort when they are pregnant. The extra weight of carrying a baby might cause her to feel backaches, and she needs to sleep more than she did before. The uterus pushing on her stomach may make her feel nauseous at times, and some women feel like they want to eat special foods. The uterus also pushes on the woman's bladder, and she might feel like she has to go the bathroom more than normally, since the bladder is smaller than it used to be.

Sometimes women get pregnant when they are quite young. Women who are under age twenty are likely to have more problems with pregnancy than women who are over twenty, because teenagers are still growing and developing themselves. Teenagers who get pregnant are more likely to have smaller babies at birth, they have more miscarriages than older women, and their babies are much more likely to be very sick or even to die than babies born to older mothers. If a teenager gets pregnant, it's especially important that she get medical attention early in her pregnancy, so that she can avoid as many of these problems as possible. Also, many young girls are not ready for the job of being a mother, and this can affect the way they think and feel about being pregnant and having a baby. Statistics also show that girls who wait until they are over twenty to have their first baby are more likely to have better marriages, to be better off financially, and to have better luck getting the jobs they want than girls who have babies when they're teenagers. We will discuss more about the decisions that are related to teenage parenthood in the following unit.

C. Vocabulary

1. Amniotic sac - a fluid filled sac that surrounds the developing embryo or fetus in the uterus.

2. Chromosome - a tiny structure found in the nucleus of the cell; each chromosome contains the genes that cause family resemblance.

3. Conception - fertilization of an egg by a sperm cell; the act of becoming pregnant.

4. Embryo - a new life in its earliest stages; under two months in humans.

5. Fertile - capable of developing into a living thing; also refers to males or females who are physically able to reproduce.

6. Fertilization - the joining of a sperm cell and an egg cell that starts the growth of a new life. In humans this takes place in the fallopian tubes.

7. Fetus - a fully developed embryo; in humans the embryo after the eighth week.

8. Fraternal twins - twins that grow from two separate eggs that are fertilized by two separate sperms. They are no more alike than other siblings and may not even be of the same sex.

9. Gene - a unit of a chromosome that determines the inheritance for a particular trait.

10. Heredity - the passing of mental and physical traits from parents to children, or from one generation to another.

11. Identical twins - twins that develop from a single egg that has been fertilized by a single sperm; twins that look alike and are always of the same sex.

12. Miscarriage - the expulsion of an "unhealthy" embryo or fetus from the uterus before it is sufficiently able to live; spontaneous abortion.

13. Placenta - a flat, spongy structure that grows inside the uterus during pregnancy to aid in the exchange of food and body wastes between the mother and the unborn child.

14. Pregnancy - the condition of a woman with an embryo or fetus developing in her uterus; the time from conception to birth.

15. Umbilical cord - the ropelike structure connecting the fetus with the placenta.

16. XX chromosome - sex pattern of a girl.

17. XY chromosome - sex pattern of a boy; the Y can only be contributed by the father's sperm cell.

II. Lesson Outline

A. Motivation

We as boys and girls, as young men and women, are also all part of families. We all have the potential, someday, when we are grown, of starting families of our own. How human beings reproduce and start new human life and new families is a fascinating topic. We are lucky that we understand the male and female reproductive systems. That will help us to better understand human reproduction.

Nature works very hard to make conception happen! The male and female reproductive systems and reproductive cells, (the egg and sperm) are prepared by nature to begin life. We will study this exciting process and learn a great deal together. We will learn not only about the way bodies function, but we will also discuss how people feel about these exciting and very grown up responsibilities.

B. Housekeeping

This lesson is probably best started with a brief review of the male and female reproductive systems. The transparencies which correlate with previous units might be re-shown after the introductory exercise of this unit.

In delivering this as well as the other "technical" material, it is best not to treat terminology and biological data with too much emphasis. The students will probably not retain a great deal of the biological data at any rate. The main goal is to convey concepts. Even more important is the need to model a behavior which is accepting, positive, enthusiastic and sensitive. It has often been said in sex education, "how one acts and relates to students teaches far more than what one teaches".

As these sessions tend to run long, another suggestion would be to stop about ten minutes before the end of the session, even if that means omitting an exercise. This will allow time for questions, "I Learned" statements and journal entries, and a sensitive closing to the unit.

Moreover since boys and girls are now re-joined after two separate sessions, you might reiterate that both had the same material presented. A few volunteers might want to show how they felt about their sessions and identify the most important things they learned about each sex. If boys and girls have not shared the advantages and disadvantages of being male and female you can suggest that this will be done in unit eight.

**"I am Proud" - warm up

Objective:
1. To reinforce self-esteem.
2. To re-establish group climate.

Time: 10 minutes
Materials: none

Procedure:
1. Have students quickly whip around the class completing the following sentence: "The thing I most like to hear about myself is..."
2. Anyone may pass.

Process Points
1. Are the things we like to hear about ourselves more related to our personalities or our appearances?
2. Do we often hear the things that we like to hear?

**Filmstrip - Understanding Human Reproduction Parts I and II[28]

Objective:
1. To review male and female reproductive systems.
2. To deliver information on human reproduction and pregnancy.

Time: 30 minutes
Materials: filmstrip - Understanding Human Reproduction I and II, tape, Dukane projector, and screen.

Procedure: Show filmstrips.

Process Points
1. Ask student to describe the relationship of sexual intercourse to pregnancy.
2. Ask students to explain how the sex of the unborn baby is determined. (This may require your review.)
3. Ask students to explain how traits are inherited, and how twins occur.
4. Help clarify the above.

**Pregnancy Posters

Objective:
1. To visually, audibly and cognitively portray information on conception and pregnancy.
2. To enhance feeling of group sharing.

Time: 40 minutes
Materials: newsprint, crayons or magic markers

Procedure:
1. Form students into groups of two to four.

2. Give each group one of the following assignments to draw and explain:
   a. male ejaculation
   b. female ovulation
   c. meeting of egg and sperm in fallopian tube
   d. implantation of fertilized egg in uterine wall
   e. end of first trimester of pregnancy
   f. end of second trimester of pregnancy
   g. end of third trimester of pregnancy
   h. birth
3. You may want to give each group their assignment along with some specific basic information (found in introduction) to use in completing their assignment. Feelings should be included.
4. Allow 30 minutes of worktime for groups to make and label their charts as necessary.
5. Have the members of each group come to the front of the class in order, and explain the event or time described in their poster, including related thoughts and feelings.
6. Allow those who have finished to remain standing with their posters so that the entire reproductive scheme is visible to all.

Process Points
1. Ask students how it feels to learn about the reproductive process.
2. Reinforce the likelihood of conception after intercourse.
3. Emphasize the sequence of events leading to conception and birth.
4. It is not inappropriate to show "awe" regarding these events.

**"What I Used to Think"

Objective:
1. To dispel myths and misinformation.
2. To show that the need for correct information is widespread.

Time: 20 minutes
Materials: 3x5 cards, pencils

Procedure:
1. Ask students to write on notecards something that they "used to think" regarding conception and pregnancy. (Blanks are okay.)
2. Emphasize that misinformation was, and is common to everyone.
3. Collect cards and re-distribute amongst students. (Tell people that if they should accidently get their own cards to "pretend" they have someone else's.)
4. Have students read their peers' statements. Use the "whip" format.
5. Supply correct information after each myth.

Process Points
1. Ask students where most children get their "information" and why.
2. Emphasize the need for correct information in order to be in control of decisions about pregnancy.

**Responsibilities of Pregnancy[29]

Objective:
1. To stimulate students thinking about the responsibilities that pregnancy places on the pregnant woman.
2. To help students recognize the importance of prenatal care for successful pregnancy.
3. To raise conciousness about the dangers of adolescent pregnancy.

Time: 20 minutes
Materials: chalk/board

Procedure:
1. Make headings on the board for two lists:

If Mother and Baby Need:	Mother Must:
(extra energy)	(sleep more)
(lots of nutrients)	(eat properly -milk -protein etc.)
(no alcohol)	(not drink alcohol)

2. Ask students to list the things mother and baby need, and include things they don't need, in the first column.
3. Then in the second column list the things mother has to do in order to meet the needs of her baby and her body.

Process Points
1. What will happen if the mother doesn't eat properly?
2. What happens if the mother doesn't know what she should be doing for herself and her baby?
3. How do you know what pregnant women should be doing? Who can give women that information?
4. Give students information on the dangers of adolescent pregnancy explaining that the young woman's body is physically unprepared for childbirth and this may risk the life of both the teen-age mother and her baby. You might mention the following facts on the physical and social implications of adolescent pregnancy.
   a. Many teenagers become pregnant because they are unaware of how pregnancy occurs.
   b. Babies of young teens are two to three times more likely to die in their first year of life.
   c. Young teenagers have a 60% greater chance of dying than women who give birth who are twenty to thirty-five.
   d. Young teenage mothers have a greater chance of dropping out of school and having no skills and no jobs.
   e. Young families are twice as poor as older families.
   f. Teen marriages are two to three times more likely to break up or end in divorce.
5. Ask students to comment on their reaction to the above statements.

**"I Wonder" Question Box

Objective: To respond to questions and concerns stimulated by new information.

Time: 15 minutes
Materials: 3x5 notecards/pencils
Procedure: respond to anonymous or verbal questions.

Process Points
1. Be accepting of all questions; suggest that the questions are thoughtful and probably widespread.
2. Use sample answer (provided in teacher training) regarding conception/contraception questions.

**"I Learned" Statements - Journal Entry and Sharing - See unit one.

**"I am Still Learning" Homework - Understanding Pregnancy

Objective: To clarify students' attitudes and knowledge about pregnancy and pre-natal development.
Time: To be completed at home.
Materials: paper and pencils.

Procedure: Ask students to write a brief explanation of pregnancy and pre-natal development, as if they were speaking to a five-year-old child.
For example, you could say:
"Your little sister, brother or cousin, who is five years old, just asked you what 'pregnant' means. What would you say?"
Or:
"Your five-year-old brother/sister points to a pregnant woman and asks you 'How can a baby grow inside a lady?'; how would you answer?"

Process Points
1. Ask students to consider the following in writing their reports:
   a. How much should you tell a child of that age?
   b. How much should you be able to find out at your age?
   c. What are the most important things to know? Why?
2. Read some of the reports the following day in class.

Conclusion

Human reproduction is a wonderful, miraculous process. The beginning of a new life and family can be a wonderous event. In all human relationships there are both privileges and responsibilities. Men and women, husbands and wives, have both privileges and responsibilities. Parents have many privileges and many responsibilities.

During our next session on birth, babies, and parenthood, we will talk about the many privileges and many responsibilities of men and women who are parents.

III. EVALUATION

E. PREGNANCY[30]

Choose the best answer and put the letter in the blank.

1. Pregnancy occurs when an egg cell is fertilized by a _____.
   a. hormone
   b. sperm cell
   c. menstrual cell
   d. Fallopian tube

2. A fertilized egg attaches itself to the inside of a woman's _____, where it grows for about nine months.
   a. Fallopian tube
   b. ovary
   c. uterus
   d. stomach

3. When a baby is growing inside a woman, it gets its food and oxygen from _____.
   a. the mother's intestines
   b. the mother's lungs
   c. the mother's stomach
   d. the mother's blood

4. When a woman is pregnant, she should be careful about what she eats and drinks because these things will affect her _____.
   a. sense of balance
   b. baby's health
   c. length of pregnancy
   d. ability to digest food

5. Smoking during pregnancy causes problems because cigarettes lower the amount of _____ that the baby gets.
   a. oxygen
   b. protein
   c. vitamins
   d. exercise

6. The sex of a baby is determined by the chromosomes from the egg cell (X) and the sperm cell (either X or Y). The formula is _____.
   a. XX = boy and XY = girl.
   b. XX = girl and XY = boy.
   c. XX = girl and YY = boy.
   d. XYX = girl and YXY = boy.

7. There are two kinds of twins. Fraternal twins are caused by two eggs being fertilized by two sperm cells. _____ twins are caused when one fertilized egg divides into two separate embryos.
   a. Individual
   b. Continental
   c. Identical
   d. Imperial

8. Babies may look like their mother or their father because they get_____ from each parent.
   a. blood
   b. chromosomes
   c. hormones
   d. energy

SIX: BIRTH, BABIES AND PARENTING

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- describe the birth process.
- identify desired characteristics to acquire before becoming a parent.
- better understand the responsibilities of being a parent.
- further appreciate the ramifications of adolescent parenthood. Think of parenthood as a choice rather than something that just happen

B. Introduction[31]

Childbirth is a fascinating topic - particularly since many aspects of the process seem so impossible. Youngsters usually have many questions about where and how things happen, and this chapter is intended to provide information that will answer these questions honestly and directly.

It's important for the pre-teenage child to have some basic information about the care of newborn infants, too, since many of these people will eventually be baby-sitters. Some children are called upon to care for their siblings at an early age and should be aware of the special aspects of child care that apply to infants.

Some teachers have had very positive experiences in inviting peoplewith small babies to visit the classroom to discuss their experiences in childbirth and parenting. It's particularly important, if you decide to invite someone in, to be sure that they'll give an accurate and realistic portrayal of those experiences. It's not a good idea to give a rose-colored view of parenthood, nor is it appropriate to recount unpleasant birth experiences. Finding someone who can provide an objective classroom presentation, and who will be prepared for the questions kids ask, is important.

The teacher should be careful to reassure students about the process of childbirth, so that the children will understand that preparation and understanding will eliminate most of the fear and subsequent pain that some women have experienced. If the teacher refers to contractions (not labor pains), and talks about the breathing and other exercises that can help women control them, then the students will recognize that it's often possible for people to actually enjoy the experience of childbirth!

The responsibilities of parenthood are great. Many people, especially young adolescents, are unprepared for the dramatic changes in their lives that comes with caring for an infant. It is helpful to students to concentrate on activities which anticipate the dramatic changes and demanding responsibilities that come with parenthood. Moreover, students need to have the opportunity to think through their own life goals and how the advent of parenthood, and when it occurs, will enhance, or impinge on meeting those goals.

Background Information

During the eighth and ninth months of pregnancy, the mother usually will begin to feel contractions of the uterus, called Braxton-Hicks contractions. This means that the uterine muscles are getting ready for the time when the baby will be born. Sometimes women think that they are going to have the baby right away, but Braxton-Hicks contractions usually last a short time and then disappear.

When it's time for the baby to be delivered, the mother will experience the first stage of labor. Labor is divided into three stages, and the first consists of a series of uterine contractions that eventually open the cervix (opening of the uterus) wide enough for the baby's head to pass through. No one knows exactly what causes labor to start, but it may be related to the hormones produced by the placenta, or even hormones produced by the baby itself.

There are several signals that labor is beginning. If we remember that the uterus has been tightly closed during the nine months of pregnancy, and that the baby usually turns to a head-down position in the last weeks, then we know that the baby's head is at the cervix. One of the most positive signs that labor is beginning is the discharge of the mucus plug that has been sealing the opening of the cervix. When the baby begins to push downward on the cervix, the opening widens a little bit with each push. The mucus plug comes out when the cervix is opened slightly. The mucus may be tinged with blood, and sometimes doctors refer to this as the "bloody show".

The muscles of the uterus are arranged so that they will push the baby downward when the muscles contract. At the same time, the muscles around the cervix pull to stretch the opening of the uterus. When the mother begins to feel regular contractions of the uterus, and the contractions become stronger and come more often as time goes on, she knows that labor has begun.

A third sign that labor is beginning is the breaking of the amniotic sac, or "bag of waters" that surrounds the baby in the uterus. When the amniotic sac ruptures, the mother will notice that amniotic fluid is leaking or gushing from her vagina. This signals that the cervix is opening and that the baby's head is pushing enough to cause the sac to break. Doctors usually want to deliver a baby within 24 hours after the amniotic sac breaks, since the amniotic fluid acts as a buffer to protect the baby. When the sac is ruptured, the baby no longer has that protection and in addition there is increased risk of infection since germs could pass through the opening cervix directly to the baby.

Doctors usually ask the mother to go to the hospital when her contractions are about five minutes apart. Of course, if the contractions start very quickly and are almost immediately that close together, she shouldn't waste any time in going to the place where she will deliver the baby. The average time for the first stage of labor is twelve hours for a first-time mother and about seven hours for her second or later pregnancy. The contractions usually start out about twenty minutes apart and then gradually get closer together.

The contractions of first stage labor are designed to open, or dilate, the cervix so that the baby's head can pass through. In most cases the baby's head will be pushing against the cervix, and this helps it to open. The cervix must open to its fully dilated condition, when the opening is 10 centimeters wide, and the doctor will want to check the woman to see how dilated she is quite often during her labor.

The first stage of labor ends when the opening is big enough for the baby's head to pass through. It's sort of like pulling on a turtleneck sweater - at first the opening seems big enough, but as your head pushes through you have to tug at the sweater to be sure it opens enough for your whole head. The last part of first stage labor is like the last few tugs at the sweater - they're the hardest part for the mother. This is the time when the cervix dilates from about 8 to 10 cm.

The second stage of labor is sometimes called the transition stage. This is the time when the baby passes out from the uterus, through the vagina, and into the world. The second stage lasts from ½ to 2 hours, and the mother can tell when stage two is beginning because she begins to feel an urge to push the baby out. It is important that the mother and the doctor agree on when to start pushing, because pushing too soon can cause the cervix to tear. The second stage of labor ends when the baby is pushed out of the vagina and is born. The baby may have mucus in its nose and mouth that need to be removed, but it will usually begin crying as soon as it is born (probably because the cold air is so different from the nice warm environment inside the mother). Doctors sometimes turn the baby upside down or on its side in order to make sure all the mucus is out of the baby's nose and throat. Sometimes doctors will spank the baby lightly or rub its chest to help it start breathing, but it's not true that the doctor slaps the baby.

When the baby is delivered, it will still be connected to the inside of the uterus by the umbilical cord. The umbilical cord is attached to the baby at its navel (or bellybutton) and attached to the uterus by the placenta. At birth, the blood in the cord will eventually stop pulsing and the doctor will cut the cord about 2 inches from the baby's body. The remaining cord dries up and in a few days it just drops off, leaving the baby's umbilicus, or bellybutton.

The placenta, or afterbirth, is delivered within an hour after the baby is born, in the third stage of labor. The placenta separates from the wall of the uterus and the uterus contracts a few more times to push it out. The uterus then contracts quite strongly to help clamp off the open blood vessels that have been supplying the placenta.

Sometimes the doctor will have to make a small cut in the mother's vagina to be sure the baby will have room to come through. This cut is called an episiotomy, and is done so that the mother's skin and muscles don't tear. It's much easier for the body to heal a straight cut that the doctor can stitch together than to heal a tear in the skin that might be quite jagged or uneven. The doctor usually makes the cut just before the baby is born, and sews it up during the third stage, sometimes even while they're waiting for the placenta.

As soon as the baby is born, the doctor does several things to make sure it will be healthy and happy. First, an identification bracelet is put on the baby (the mother already has one) to be sure they don't get confused. Then the doctor or nurse puts some drops in the baby's eyes to be sure there isn't any foreign material that may cause infections. Then the baby is given a quick test of its reflexes to be sure there are no abnormalities that might need immediate attention. The baby's foot is also used to make a "footprint" (like a fingerprint) on the hospital records just in case the ID bracelet is lost. Then, finally, the mother and father can hold the baby.

About one in every ten babies born in this country is delivered in an operation called a Cesarean section. This means that the baby is delivered through a surgical opening in the mother's abdomen rather than being born through the vagina. This happens for a variety of reasons - sometimes the baby's head is too big to pass through the mother's pelvis, and so the Cesarean section is the only way to get the baby out. Other times, the mother may be in labor for a very long time and she may not be able to continue pushing and helping the baby be born. If the doctor is worried that the baby is not getting enough oxygen or that the mother is not going to be able to continue in labor, the doctor may decide to do a Cesarean section in order to have the baby be as healthy as possible.

Doctors used to believe that a woman who had had one baby by Cesarean section should have all her future children using the same operation. Nowadays, however, doctors can judge each woman individually and it is possible for women to deliver vaginally after they have had one Cesarean section. This is not true in all cases, and each woman must discuss this with her doctor beforehand. Having a Cesarean section usually requires that the woman be given anesthesia so that she doesn't feel the incision, and this may pose dangers to the mother and baby. Some doctors are allowing fathers to be in the delivery room during "C-sections" if the fathers are interested and prepared for the experience.

In normal deliveries, the baby's head pushes the cervix open and is delivered first. But in about three percent of deliveries, another part of the baby's body comes first. Sometimes this is the shoulder, sometimes the buttocks, and sometimes a knee or leg. This makes delivery much more difficult for the mother and baby, since the cervix is not getting pressure from the large, smooth head but rather from a smaller, less rounded part. The head is very efficient in opening the cervix, but other parts of the baby's body may make the cervix stretch unevenly and even tear. Deliveries in which the baby's head does not come first are called breech births.

Sometimes a woman is in labor for a long time and the baby just doesn't seem to be getting anywhere. In some cases, the doctor will help the baby out by using instruments called forceps. Forceps look like large tongs, and are placed around the baby's head so the doctor can gently pull the baby toward the outside of the mother's body. Forceps sometimes leave red marks on the baby's head, but these are usually temporary and disappear in a few days.

No matter what race the baby is, or what color eyes the parents have, all babies have blue eyes when they are born. In a month or so the baby's eyes will change to their permanent color, but for a while all babies have blue eyes. Most babies also have a little bit of hair when they are born, but this usually falls out and is replaced by their permanent hair during the next year or so. Some babies are almost bald for several months until their hair begins to grow.

After a baby is born, the mother usually needs several days of rest before she can resume her normal activities. Some women have babies in the hospital, and stay there for two to four days after delivery. Some women go straight home, and some even have their babies at home, but they still need plenty of rest, since having a baby is hard work. Also, the hormone changes after delivery and the new responsibilities of being a mother may cause the woman to feel a need for lots of peace and quiet for a few days. If the mother is going to breast feed her baby, she needs a good diet so that her body will begin producing milk about three days after the baby is born. Fortunately, babies don't need to eat much in the first few days, giving nature plenty of time to start the mother's milk production.

Newborn babies need a lot of special care and attention. It's very important that babies are held correctly, since their muscles aren't completely developed. The baby's head is very large and heavy compared to the rest of its body, and its neck usually can't support the head for several weeks. When a baby is picked up or held, its head and neck must be supported.

The baby's bones aren't completely solid when it is born, and this means that there's a likelihood of damage to the bones if the baby is handled roughly. It's not a good idea to pick a baby up by its arms or legs, since the joints aren't solid enough to support that weight. Also, since the baby's skull bones aren't completely hardened, there is a soft spot called a fontanelle, at the front of the head. There is also a smaller, less noticeable soft spot toward the back of the baby's skull. These soft spots are quite vulnerable, since they represent places where only thick skin and tissue covers the baby's brain. When the baby is asleep it's sometimes possible to see its pulse as the skin over the fontanelle moves.

Babies need to eat about every three to four hours when they're first born. Many mothers breast feed their children, and in this way they are sure to always have a supply of warm, nourishing milk available when the baby is hungry. The woman's body will produce milk according to how much the baby eats, so there is hardly ever a problem of not having enough milk. If the mother is not breast feeding, she must prepare special infant formula to feed the baby every four hours. The formula is fed in bottles, and the bottles usually are heated before the baby eats. Babies are equipped with a remarkable sucking instinct, and will normally suck vigorously at the breast or bottle within a few hours after birth (even though it usually takes a few days for the mother's body to begin making milk).

In the first few months, the baby will sleep almost all the time - 18 to 20 hours a day is normal. Within a few months the baby will become accustomed to a schedule that will allow the parents to have some idea of when the child will be awake and asleep, though many babies don't sleep through the night for several months.

The baby will not be able to control it's bladder or bowels for at least a year, and many people assume that bladder control won't occur until age 1½ or 2. For this reason, the baby needs to wear diapers at all times. At first the diapers will need to be changed at least every two hours and sometimes more often than that. It's estimated that one baby will use 6,000 diapers before it is toilet trained, and these can cost well over $600 if the mother uses disposable diapers. Cloth diapers are less expensive, but the mother must have the time and equipment to wash the diapers quite often.

Babies usually begin to eat some table foods by their fifth or sixth month, and they may develop some teeth at that age, too. They can usually crawl around age eight months, and may begin walking from ten months to a year. Children can usually understand spoken words at an early age, or at least understand the meaning behind the words, and most babies will begin to talk (more or less understandably) around age one year.

Babies cry when they are cold, wet, hungry, hurt, or sick. Sometimes a simple check of all these reasons doesn't solve the crying problem, and we must assume that the baby is bored. There is some evidence to show that babies need to be stimulated, to have things to look at and to be cuddled, in order to develop satisfactorily. This can be a real challenge for a new mother or for a babysitter, when the cause of the crying isn't readily apparent.

C. Vocabulary

1. Afterbirth - the placenta and the remains of the umbilical cord and fetal membranes expelled from the uterus after birth.

2. Breech birth - the birth of baby in a position other than head first.

3. Cesarean section - an operation performed on a pregnant woman by which the baby is delivered through an incision made in the walls of the abdomen and uterus.

4. Contraction - the tightening and relaxing of muscle; in childbirth the uterus contracts in order to push the baby down through the cervix.

5. Dilates - opens; in childbirth the cervix dilates to allow the baby to pass through.

6. Fontanelle - the soft, boneless areas in the skull of a baby or young animal which are later closed up by the formation of bone.

7. Forceps - the tong-like instrument used by the doctor to help deliver the baby.

8. Labor - the muscular contractions that expel the baby from the uterus during childbirth.

9. Marmary glands - the glands in the breast that secrete milk for the baby.

10. Navel - the small scar or depression on the abdomen where the umbilical cord was attached to the baby.

11. Natural childbirth - childbirth where the mother and father prepare in advance for labor and delivery. The mother practices exercises which help in childbirth. The father acts as a coach. Often there is little or no anesthesia used because the couple is so well prepared and because the mother wants to be "awake" for the birth.

II. LESSON OUTLINE

A. Motivation

Did you ever wonder just how a child was born? Many people do! It's a miraculous process. It is a wonderous partnership of nature and parents, with help of the doctor, working to bring a new life into the world. Today we will study this exciting event.

We will also think about the many joys and the many responsibilities that come with caring for the infant child. Having a child brings dramatic changes to the lives of parents. We'll discuss these many changes and how people decide or choose, whether or not they are ready to become parents.

B. Housekeeping

The narrative background material relating to childbirth might be helpful in launching this lesson if used as a narrative with transparencies. As in other lessons, it is probably more valuable to transpose and condense this material into your own words rather than read it all to the students.

As this is the last lesson dealing with a substatial amount of cognitive material, there should be time on subsequent days for "catching up" as the future lessons will be shorter.

Conveying your enthusiasm about the "miracle of birth" might enhance your students' appreciation of this unit.

C. Activities

••"I am Proud" - warm UP

Objective:
1. To build self esteem.
2. To re-establish group feeling.

Time: 10 minutes
Materials: none

Procedure:
1. Suggest that childbirth and parenthood bring great responsibilities.
2. Ask student to complete the following sentence: "The biggest responsibility I have ever had was (is)..."
3. Use whip format. Anyone may pass.

Process Points: How do the responsibilities we've had so far compare to the responsibility of being a parent?

**Childbirth

Objective:
1. To provide information on the three stages of childbirth.
2. To bring class to the same level of understanding.

Time: 20 minutes
Materials: transparencies on childbirth,[32] overhead projector/screen, notes on childbirth, background information.

Procedure:
1. Show transparencies.
2. Provide information about the three stages of childbirth including the following:

Stage I:
a. The amniotic sac may break.
b. The mucous plug of the cervix is expelled.
c. The uterine walls contract - (many hours).
d. The baby's head is pushed toward the cervix.
e. The cervix dilates.
f. The baby's head slips down through the cervix (like a head through a turtle neck sweater.)

Stage II:
a. The vaginal muscles stretch.
b. The baby's head "crowns" or appears at the opening of the vagina.
c. The entire body of the baby is helped out of the vagina. The baby is born.
d. The baby begins breathing and is now an independent organism.
e. The doctor cuts the umbilical cord. (Students are often helped by the image of the umbilical cord as a necessary life line similar to the attachment of an astronaut to his space vehicle. The life line is now no longer necessary.)

Stage III:
a. The placenta is expelled from the uterus.
b. The baby is cleaned, identifying footprints are taken, drops are added to the baby's eyes for VD prevention.
c. The baby is often handed to the mother and father. The baby may suck at the mother's breast.
d. A new family has begun.

Process Points
1. Emphasize the work and pleasure involved in labor and delivery.
2. Ask students how they think the new parents might feel.

**Film - Human Growth III[33]

Objective:
1. To review male and female changes and reproductive systems.
2. To review information on conception and pregnancy.
3. To present material on childbirth.
4. To stimulate thinking on decisions about becoming parents.

Time: 40 minutes
Materials: film Human Growth III, projector/screen, 3x5 cards/pencils.

Procedure:
1. Tell students that the beginning of this film will review material on puberty, the reproductive systems, and conception.
2. Share that there will be people in the film who will discuss feelings, as well as present scientific material.
3. Prepare students for the birth sequence at the end of of the film.
4. Show film.
5. After seeing film ask students to write questions they may have by completing the following sentence: "After seeing this film I am still unclear about..."
6. Collect questions and respond to several.

Process Points
1. Use this opportunity to clarify new and old material.
2. Compliment students on quality of the questions.

**Planning for Parenthood

Objective:
1. To have students look upon parenthood as a choice requiring thoughtful decision making.
2. To raise conciousness as to the prerequisites for becoming a parent.
3. To raise conciousness regarding the many life changes involved in becoming a parent.

Time: 30 minutes
Materials: newsprint, magic marker or crayon.

Procedure:
1. Remind students even though bodies of young people are physically becoming mature there are many ways to complete growing up before becoming a parent.
2. Form students in five groups.
3. Ask each group to compile a list of responses to one of the following questions:
   a. What ways do people need to grow, other than physical ways before becoming parents?
   b. What is important for a couple to do, have, or be before having a baby?
   c. Who's decision is it to have a baby? Why?
   d. What are the advantages and disadvantages of having a baby?
   e. How is the life of a person changed by having a baby?
4. After each group compiles their list, a representative of that group comes to the front of the class and shares their comments.

Process Points
1. What are the most important ways to grow up before parenthood is considered?
2. What goals have to be accomplished first?
3. What age or stage do members of the class think is a good age to become parents?

**Adolescent Parenthood: March of Dimes Tapes [33a]

Objective: To raise concioungness about adolescent parenthood and pregnancy.

Time: 20 minutes
Materials: tapes: Deana, Linda and Ron, (second section), and tape recorder.

Procedure:
1. Introduce tapes with explanation of the circumstance of parents.
2. Play tape and ask for comments.

Process Points
1. What are the advantages and disadvantages of parenthood for these parents?
2. How did or didn't they decide to become parents?

**Visiting Parent - optional

Objective: To further acquaint students with the responsibilities of parenthood.

Time: 15 minutes
Materials: one willing parent of an infant with or without offspring.

Procedure:
1. Ask parent to give a three to five minute monologue on the role of parenting an infant.
2. Guest parent may then respond to students' questions.

Process Points: How does this parent's response correlate to students' own perceptions of parenthood?

**"I Learned" Statements and Journal Entries - See unit one.

**"I am Still Learning" Homework: "Everybody was a Baby Once" [34]

Objective: To encourage students to discuss birth and children with their parents; to provide a forum for discussing childbirth in the home.

Time: To be completed at home.
Materials: none

Procedure:

1. Ask each student to go home and find out from their parent(s) what their birth and infancy were like. Find out whether they were born by Cesarean section, breech birth, forceps, etc.
2. Have students ask about the funny or silly things they did when they were little. Did they have "baby" words for some toys or foods? How did they get along with their siblings?

Process Points: (for following day or to incorporate in a report)

1. What did your parents remember about having you as a baby?
2. What did you do when you were little that reminds you of what you do now? Can your parents remember things that are characteristic of your personality now?
3. Has your mother ever talked about your "birthday" before? What was it like for her?
4. Was your father involved in your birth? If your mother were going to have a baby now, would your father participate more or less than he did with you? How have societies expectations of fathers changed since you were a baby?

Note: Be aware that some students are not living with natural parents. Have them find out about the earliest time they lived with their parent, and how the parents felt about the child coming to live with them. If there are many students in your class who may not be able to participate in this exercise, don't risk the anxiety and embarrassment it may cause.

Conclusion

In studying childbirth and parenthood we learned about the physical events and all of the feelings that go with bringing a new life into the world. Each of us is part of a family now, and potentially can start our own new families if we choose to. Families who share privileges and responsibilities in homes where there is love can offer a baby a beautiful start in life. Each family has a responsibility to the helpless new being to care for it and love it so that it may grow up happily and healthfully. As long as there are families who share and love one another there will be more babies... more families...more babies.

In our next unit we will continue to talk about the importance of the family.

III. EVALUATION

E. BIRTH AND BABIES[35]

Choose the best answer and put the letter in the blank.

1. When a baby is born, it comes from the mother's uterus and out through the _____
   a. Fallopian tube
   b. belly button
   c. vagina
   d. stomach

2. A woman is usually in labor for about 12 hours when she has a baby. This is so the muscles in her _____ can push the baby out.
   a. stomach
   b. uterus
   c. ovaries
   d. legs

3. After a baby is born, the doctor must cut the _____ that is still connected to the placenta inside the uterus.
   a. blood vessels
   b. strings
   c. muscle
   d. umbilical cord

4. When a baby is born, everyone waits for it to _____ for the first time.
   a. talk
   b. breathe
   c. move
   d. laugh

5. Newborn babies usually need to eat about every _____ hours.
   a. six
   b. two
   c. eight
   d. four

6. Babies need to wear diapers because they cannot control their _____.
   a. stomach and legs
   b. bowels and bladder
   c. eating habits
   d. waking and sleeping

7. Very young babies have soft spots on their heads because their bones are _____.
   a. still moving around
   b. inside their skulls
   c. not big enough
   d. not completely hardened yet

8. Some babies are born by Cesarean section. This means the baby is delivered through a surgical opening in the mother's _____.
   a. vagina
   b. abdomen
   c. belly button
   d. back

SEVEN: FAMILIES

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- define the term family.
- broaden their definition of the term family to include those living in non-traditional situations.
- discuss ways in which their family is valued..
- discuss sources of potential family conflict and resolution.
- identify the responsibilities and privileges that exist within a family.
- discribe characteristics which facilitate harmonious family relationships.
- appreciate family's role in providing values and morals.
- discuss ways in which teen pregnancy may be perceived as satisfying one's need for a family.

B. Introduction[36]

Dictionaries give a variety of definitions of "family", generally beginning with "all the residents of a household including servants", and ending with "a group of items which have common characteristics". The purpose of this class is to encourage children to think about the kinds of relationships they have with those they live with. It would also be beneficial to have children gain a positive attitude toward parents, siblings and other relatives.

Chances are that several of the students in your classroom are currently, or are destined to be, living in a single-parent home for at least some portion of their lives. For this reason, it may be important to discuss divorce, single parenthood, blended families, and other kinds of adult relationships that may affect students. Children should not be made to feel that there's something lacking in a home that doesn't fit the traditional image - even though there are very few good media examples to dispute this idea.

In this class session, teachers should encourage children to talk about the special things that families do together, and the special relationships between people in the same family. You may also talk about the kinds of relationships that we enjoy with people who live far away from us, as many of our cousins and grandparents do, or people that we don't see very often.

Children should be aware that there are several things that bind people together: one of which is similar ancestry, one of which is time spent with each other, and one of which is caring for one another. The combinations of these factors are probably different for every family and every relationship within the family, but each is important and each is used to describe someone's family. While none of us are alike in our ideas about

family structure, families are profoundly important to each of us in many special ways.

Our discussion of families provides an opportunity for the class to gain an awareness of the many things they value about their families. Hopefully as children see the many needs their families fulfill, they may heighten their sensitivity of family interdependence. Moreover, as pre-adolescent children struggle to assert their independence, the potential for family conflict and parental dissension increases. In helping students to stay cognizant of areas of familial satisfaction, and develop skills for family problem solving, our hope is to enhance the relationship of the students and their families.

This unit in family, with its emphasis on family values, serves as a building block between a discussion of the self and relationships with peers. It furthermore serves as a link from the units on the physical self to those on the psychological and social self. Lastly, it serves as an important transition to the following unit on personal values and decision making.

Background Information

At the time our country was founded, the family was the most important social unit within the community. People usually kept records of births, marriages, and deaths so that family histories would be accurate. At that time, it was quite normal for children to live with their parents until they were old enough to get married; and if people decided not to get married they often lived with their parents for the rest of their lives.

In those days, we didn't have the same kind of transportation system that we have now - no cars, trains, busses, airplanes, or even good roads. The best way to get from one place to another was to ride a horse or to take a boat (if the place you wanted to go was near a river or on the sea). For this reason, people didn't go very far away from their hometowns very often, and many people grew up and married and made their livings very close to the place where they were born. This meant that many people had brothers, sisters, cousins, grandparents, and other relatives nearby at all times. It wasn't unusual for people to share houses or to share property with other members of the same family.

Nowadays, when we talk about families, we often talk about either "nuclear families" or "extended families". Nuclear families are families that have parents and children, but usually nobody else. Extended families include grandparents, aunts and uncles, cousins, and even more distantly related people. Some of us may live with our nuclear family, but for special holidays like Thanksgiving we get together with our extended families.

There are other kinds of families in our society that don't quite fit the traditional definition of nuclear families. What about a family that has a mother and father and some children - but the children aren't exactly brothers and sisters? This happens if a woman who already has children marries a man who already has children. The children are now part of the same family, but they don't have the same natural parents. We call this kind of family a "blended family", since it's sort of like two families blended together. Some families have only one grownup in the house. Sometimes people get divorced, some parents may not be able to live together, and sometimes people die. These situations can lead to families that have a mother and child, father and child, or maybe grandmother, mother and child, grandmother, father and child, and so on.

Some children are adopted. This means that the mother and/or father that they're living with are not the people who gave birth to them. This doesn't mean that they're not "real" parents - adopted children are just as real as naturally-born children, and their parents are just as real. Adoption just means that the woman who gave birth to the child was in a situation that made her think that she couldn't raise that baby the way she wanted to, so she found parents who really wanted a baby and could care for the child. Making the decision to release a baby for adoption is a very difficult thing to do - sometimes people decide to release a baby because the mother is very young and she wants to grow up some more herself before she tries to raise a baby. Sometimes babies are born and their parents have accidents and die. Sometimes the woman who is pregnant feels like she can't raise a baby without a father around, and the father is not able to help. There are many situations that can lead to babies being adopted.

Being adopted means that you may not look exactly like your parents do, but if you check out your friends you'll see that most of them don't look exactly like their parents, either. Being adopted means that you were especially chosen to live with your family, and that they were ready to love you the minute you got to their house. Some kids are adopted when they're older, and this means that the parents really liked them for who they really are, not just because they were cute babies.

What are the things that make family relationships special? The most important thing about family members is that they usually love each other. Parents love their children and children love their parents in a very special way. There are times when you may not think that your family really loves you, or that you really love them, but if you think about yourself and them you'll realize that they know you better than anybody else does. Families spend quite a bit of time together and they know about your good moods, your bad moods, and all the times in between. Even after they've seen you being really awful, or after you've been sick and cranky, they love you anyway. And even when your siblings or your parents do things that you don't quite agree with, or things that make you angry, you still wouldn't trade them in for a new set of people. The nice thing about families is that you don't have to be perfect all the time, because everyone understands each other and we ex-

pect to have good and bad times!

Sometimes we don't spend a lot of time with our families, but we know them pretty well and we care a lot about them anyway. If you have cousins or grandparents who don't live near you, you know that it's fun to visit them and that you all have something in common, even though you don't see them every day. Sometimes after people get divorced the children will only see their fathers (or maybe mothers) on special occasions or only once a week. This doesn't mean that you don't care about each other. When family members only see each other once in a while, it's important to talk about their lives and let each other know what they're doing. Some people have really good relationships with family and friends that they don't see very often, because they make sure to keep in touch and be honest with each other about how they're thinking and feeling about their lives. This can happen in other situations too - like if your brother goes away to school, or your sister joins the army, or if your aunts and cousins move away. You may think of other situations that would separate family members for long or short periods of time.

Families share things. Some families share experiences, like going on vacations together, or going on picnics or just having special dinners at home. Some families share clothes, among brothers and sisters and cousins items are passed on to whoever they fit best. Some families have reunions of everyone who has the same family name, or of all the people who are related to one person or one couple. Sometimes families keep records of who's related to who, and they can trace their ancestry back to the very distant past. The story of "Roots" is an example of families keeping track of their ancestry.

Families usually also share some common beliefs - like religion or beleifs about what's right and wrong. Most children learn their beliefs from their families, and they grow up to be quite similar to their parents in what they value. Children can be encouraged to reflect upon their family's values and code of morality. As children focus on family values and their meaning, we can allow them to come closer to forming a personal code of ethics.

The importance of this unit is to allow students to increase their perception of themselves as important, contributing, cooperative members of their families.

A final note is that some adolescents who lack family warmth and love look to early pregnancy and parenthood as an opportunity to fill their family void. Where ever appropriate in your presentation of the unit, mention that this is a known fact. Ask students how the reality of adolescent parenthood, with its advantages and disadvantages, will in the long run affect one's opportunity for having a happy home and family life.

C. Vocabulary

1. Adopted - the choosing of something; in families the choosing of a child to become a permanent family member.

2. Entitled - to have rights and privileges.

3. Extended family - the family including grandparents, aunts, uncles, and cousins etc.

4. Family - a group of related people who live together and share responsibilities and mutual concern.

5. Interdependence - depending on each other.

6. Nuclear family - the immediate family; the parents or parent and children.

7. Privacy - the condition or right of being away from the company of others.

8. Privilege - a special right.

9. Respect - to be thoughtful about; to show regard and consideration for.

10. Support system - a group of people or network of institutions that provide help.

II. LESSON OUTLINE

A. Motivation

Do you remember that we have talked about uniquenesses and similarities? Just as we individuals share uniqueness and similarities so do our families. There is one way in which we are alike - that is we are members of a family, the group of people we live with who take care of us and love us. The kinds of families we have, however, may be very different from each other. We will talk about the different kinds of families and how while different, just like us, they are all still "normal".

Families are very special. They provide love, caring, and satisfy our basic needs. We enjoy many privileges and rights as members of a family. We also have many responsibilities. Family members are interdependent, that is they depend upon each other for many things. One important contribution of the family is in helping to shape our values and morals.

As we study the family we will discover ways in which our family helps us, ways in which we help our family, and ways to deal with our family problems. The family has been in existence since mankind began. Families hold people together. Our study of

the family will be an exciting and interesting exploration.

B. Housekeeping

This is the first of several units which takes students away from the biological aspects of family life education and focuses more deeply on feelings. It is always appropriate and helpful to intertwine the biological and factual material with the new material on feelings and relationships. Finding opportunities to integrate the completed material on sexuality with the current material on values will enhance the students final integration of the Family Life Education curriculum.

Note: You might find it helpful at the outset of this unit to address the fact that students are part of their entire school community. Ask students how they feel about having Family Life Education while none of the lower classes do, and how much or little of their Family Life classwork they share with others and how it feels. Furthermore, ask students how they feel about being the only child in their family to have this unique learning experience and how they are managing their new learning at home. Directly confronting these issues might prove very beneficial to your students' comfort and your class' success.

C. Activities

**Proud Whip - warm up

Objective:
1. To re-establish group cohesiveness.
2. To build self esteem regarding the family.

Time: 10 minutes
Materials: none

Procedure:
1. Have students whip around the class completing the following sentence: "One way my family shows they love me is..."
2. Anyone may pass.

Process Points
1. How does it feel to be loved by our families?
2. Is it easier to except criticism sometimes because we know our families love us?

**All Kinds of Families - Brainstorming

Objective:
1. To allow students to broaden their definition of family to include those living in non-traditional settings.
2. To generate ideas on the concept of family.

Time: 15 minutes
Materials: chalk/board

Procedure:
1. Ask students to generate a list containing as many kinds of families as possible.
2. Encourage students to think of people living in a variety of family settings.
3. List all answers on the board.

Process Points
1. Discuss the variety of family groupings to be found.
2. Mention that just as there is diversity in human growth, so there is diversity in family patterns.
3. Ask students to reflect on how someone living in a non-traditional i.e. one parent home, may feel.

**Family Voting

Objective:
1. To help students recognize family similarities and differences.
2. To build group feeling.

Time: 10 minutes
Materials: none

Procedure:
1. Reiterate that all families share many characteristics and that students, and all people have a curiosity about each other's families.
2. Read the following statements asking students to raise their hands if the statement applies to them. How many people:
   a. have families where children have to work for allowance.
   b. go to religious services with their parents
   c. have brothers or a brother?
   d. have sisters or a sister?
   e. live with a grandparent?
   f. are oldest? are youngest?
   g. are an only child?
   h. have aunts and uncles come to visit?
   i. can tell your parents your personal problems?
   j. have fights with a brother or sister?
   k. occasionally wish you had a different family?
   l. wish your parents stayed home more?
   m. feel you wouldn't trade your family?

Process Points
1. How alike or different are students' responses?
2. How does it feel to have similar or dissimilar family experiences?

**What Families do for Each Other[37]

Objective:
1. To help students understand the responsibilities of being part of a family.
2. To encourage students to recognize their role within the family group.

3. To help students gain an appreciation for their rights and privileges within the family.

Time: 25 minutes
Materials: lined notebook, paper/pencil

Procedure:
1. Explain that in a family we all give and receive, and that each person has both rights and responsibilities.
2. Ask students to focus on their role in their family.
3. Have students make two separate lists on their paper:

   a. What I Give My Family b. What My Family Gives Me

4. Ask students to suggest things that they provide for their families, chores they do, activities that are their responsibilities.
5. In the second column, ask students to list the things their family provides for them such as companionship, food, shelter, etc.
6. After students have completed lists allow them to share them in small groups of four.
7. After five to ten minutes call upon each group to share with the class.

Process Points
1. Why do people do things for each other?
2. What can they expect?
3. Would you do the same things for other people? What people and when?
4. What about love? Do you love your family? How do people in your family show they love you?
5. What are the characteristics that hold a family together?

**Family Conflicts and Solutions

Objective:
1. To facilitate parent-child understanding and communication.
2. To heighten students' awareness that there are a variety of alternative ways of solving family conflicts.

Time: 25 minutes
Materials: notecards with case studies written on them.

Procedure:
1. Divide class into two groups: one seventh graders and one "parents".
2. Give each group a card with a common parent-child conflict written on it. Instruct the group to read the card aloud and then discuss the following:

a. Parent group - decide the best way of acting in this situation, and what you think the pre-teen in this would want you to say or do.
b. 7th Grade group - decide the best way of acting in this situation and what you think your parents would like you to say or do.

3. Large group discussion of responses.
4. Repeat the process with additional case studies, as time permits.

Case Studies

a. Parents are watching T.V. and notice their 7th grade child leaving the house dressed in a way they don't approve. It is the son's and daughter's favorite outfit that he/she has been eager to wear.
b. A pre-teen has been invited to a party with a group of friends from school that his/her parents really don't like. He/she really wants to go.
c. The parent is putting away the son's or daughter's clothes and notices some "X-rated" magazines well hidden in the drawer. The boy or girl has told the parent that his/her drawers are private.
d. A 7th grader agrees to be home at a certain time but comes home two hours later. The boy/girl has a reasonable excuse, but the parents are furious.

Process Points

1. What were the similarities and differences between the responses of the parents and the pre-teens to the case studies?
2. What went into each group's discussion; could they understand the other's point of view?
3. How might this situation be handled differently in your home?
4. What kind of things get in the way of parents and children talking about issues?
5. Point out that both parents and pre-teens struggle with setting limits and letting go trying to find a comfortable balance.
6. Emphasize that there are no right or wrong answers. What works in one's family is what's important.

**Family Values

Objective:

1. To help students focus on their family's values.
2. To help students begin to think about personal values.
3. To help students gain an awareness of the similarity between their values and their family's values.

Time: 15 minutes
Materials: 3x5 cards/pencils

Procedure:

1. Explain that people's values can often be similar to those of their family.
2. Ask students to list 3-5 important values on their index

cards that they value and three that their parents hold in high regard.
Example:

a. I Value
Being a good student

b. My Parents Value
Being religious

3. Volunteers may share their responses.

Process Points
1. How alike or different are we than our parents in what we value?
2. Do we feel that we will become more alike or different from our parents as we mature? How does that feel?

**"I Wonder" Question Box - See unit one

**"I Learned" Statement and Journal Entry - See unit one

**"I am Still Learning" Homework - What I Value About my Family

Objective:
1. To encourage students to examine family relationships and consider the importance of being part of a family.
2. To identify the characteristics that facilitate family harmony.

Time: To be completed at home
Materials: paper/pencils and crayons

Procedure:
1. Ask students to draw a picture of their family doing something that has an especially pleasant memory.
2. Label the people in the picture and the event.
3. Make a list of characteristics that help families function, and that you experienced in this scene; i.e. love, caring etc...
4. Write a paragraph describing why you value your family.

Process Points:
1. Discuss on the following day.
2. Volunteers may share their reports as a review of the family unit.

Conclusion

Families are part of lives every day, in every way. The more we enjoy harmonious family relationships, the happier we and those we love and live with will be.

Our families are made up of males and females, sons and daughters, brothers and sisters, husbands and wives. In our next unit we will talk more about the roles of males and females in our families and in our lives.

EIGHT: SEX ROLES

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- explain how behaviors considered masculine or feminine may be learned.
- describe the similarities and differences in male and female sex roles.
- understand the impact of media on sex roles.
- identify the impact of peer pressure on sex roles.
- discuss the effect of sex role stereotyping in male/female relationships.
- appreciate the range of behavior in male and female roles.
- appreciate the opportunity for adult fulfillment as a male or female.

B. Introduction[38]

Human sexuality encompasses a great deal more than specific sexual activity. Sexuality is a part of everyone's self-identity - the maleness or femaleness that we have learned and have inherited. For young people during the pre-teen years, sexuality and sex role conditioning are extremely important in the socialization process.

Most children haven't thought much about being boys or girls, they just are. In this unit, our goal is to stimulate their thinking about what it means to be male or female, and how that influences their lives.

Our choices of friends, activities, careers, and life goals are strongly influenced by our attitudes about our own and other peoples' sexuality. It's helpful for us to examine our attitudes and the choices we make about our lives from that perspective once in a while. One of the most interesting questions one can ask a pre-teen is this: "What would your life be like if you were of the opposite sex?".

Many people believe that there are differences between males and females which automatically cause them to act differently. Other people believe that differences in behavior are caused by what we've learned and how we've been taught. Parents often treat children according to their sex, assuming that there are some things that boys or girls should or shouldn't do. While we probably won't be able to find concrete reasons for people's attributes about sex roles, we should at least think about our own experiences and consider our own reactions to sex role conditioning.

A few children will think that they'd be better off if they were members of the opposite sex, probably because of the responsibilities or restrictions levied on them at home. Usually this is a passing phase, but occassionally a child may be severely disturbed and require special consideration. As in other exercises in this curriculum, there are no "right" or "wrong" answers. Teachers should refrain from interjecting personal opinions and should allow all students to participate and to comment without criticism.

One of the goals of this unit is to have male and female students gain an appreciation for the many ways in which they are alike rather than different. A second goal is to help students continue to build self-esteem as they move towards adulthood with positive attitudes about their sex roles.

Sexuality is part of all our lives, and can be a source of pride and pleasure for those who understand its meaning. This unit is designed to help students to think about their own sexuality and its impact on their lives.

Background Information

When babies are born, the first thing the new parents want to know is "boy or girl?". The first thing the doctor says is usually "It's a boy/girl!", and the first calls to grandmothers and friends contain that critical information. But have these new parents and doctors and everybody else ever thought about just how much impact that simple statement will have on that baby's life?

If the baby is a girl, will she be dressed in pink? Will she be cuddled and cooed at more often than the male babies around her? Will she grow up playing with dolls and toy stoves and sewing kits? Will she stop playing ball in the street and climbing trees when she reaches puberty? Will she learn to modulate her voice, to avoid looking people in the eye, and to be very careful never to cause trouble or arguments? Will her parents worry about what time she'll come home from her dates, and what she did while she was out? Will she become a nurse, schoolteacher, or mother?

If the baby is a boy, will he be dressed in blue? Will he be talked to and bounced on knees and be called "little man"? Will he grow up with trucks and science kits and frogs in his pockets? Will he learn to be tough, to not cry when he's hurt, and to scoff at any evidence of sentimentality? Will his parents wonder what his girlfriend looks like, and wink when he comes home late from dates? Will he be encouraged to do well in school so he can get a job? Will he become a doctor, construction worker, or father?

Our society conditions us to behave in specific ways. We are taught that some behaviors are good, and some aren't. We pass on this conditioning to our siblings and our children in very subtle ways. All societies do the same thing.

Sex role conditioning has been part of the human race since time began. Societies have almost always separated people into groups according to sex, and usually there are specific functions assigned to each group. There's evidence that some animals are conditioned the same way. Mothers tend the nest and fathers hunt for food. Probably the basis for the roles that are assigned to both sexes goes way back to the times when human survival depended on having a good hunter to bring food, and a good mother to take care of the babies and keep the nest in order.

But, there are never any absolute rules in human nature. In some societies, women are in control of social government and men are relegated to providing food (and cooking it!). In other societies, women aren't even allowed to vote, but they can weed the fields and grind the flour for everyone. In some places, when young couples get married they automatically move in with the man's family, in other places they move in with the woman's family. In this way, family lines are different from place to place. In our country, it's customary for children to be given their fathers' surname, but in other places children are given their mothers' names, or combinations of family names.

Why is it that some jobs are thought of as being "men's work" and some are "women's work"? Are there really jobs that are impossible for one sex or another, or is this simply a way of categorizing people for reasons that may be obsolete?

Nowadays it's quite easy for both men and women to get training and experience at whatever jobs they choose. Since times are changing, we no longer expect that women will stay home to take care of the house and many women are working at jobs just like their husbands and brothers. Also, some men are finding that they prefer not to be the primary breadwinner for their families, and they are more satisfied and more productive if they stay home and do housekeeping while their wives work. There are many reasons that these changes have taken place, including these possibilities:

- many women choose to have jobs and careers before they choose to get married, and they don't want to give up their jobs after marriage.
- people think that housekeeping today is much less time-consuming than it was even twenty years ago, with appliances like washing machines, microwave ovens, vacuum cleaners, and refrigerators, so that caring for a household doesn't require a full-time housekeeper.
- many women choose to work so that the family income will be increased, which would allow them a higher standard of living.
- men and women are demanding to have access to the same jobs, yet the jobs that have been traditionally for women usually don't offer enough pay to support a family.
- some people live in single-parent homes, with only a mother or a father but not both. In these homes, there usually can't

be one person to stay home and one to go to work.
- people can decide for themselves whether and when to have children, and schedule work time around childbearing.
- broader range of childcare resources available to parents today.

We're also acknowledging the fact that men and women aren't naturally suited for specific jobs just because they're men or women. All men aren't strong enough to be lumberjacks, and all women don't like children enough to be nursery-school teachers. Some men type better than women, and some women can be better business administrators than men.

You might think that these discriminations and these sex differences are only evident in adults. But if you think about it, many of the activities and behaviors that we expect of children are defined by sex roles, too. For instance:

- clothing styles usually allow boys to run and jump and tumble, but little girls clothes are made to look "cute".
- many of the pictures in books, magazines and newspapers show men being active, working, and demonstrating strength, while pictures of women show them doing housework, working <u>for</u> someone, or being emotional (pictures of firemen putting out fires while women stand by and cry are the classic).
- childrens' toys are usually designed to make the girls take care of baby dolls and later to dress up adult dolls, while boys seldom learn to care for children but are learning how to shoot guns, make model cars, and build log cabins.
- who takes dancing lessons most often? Who plays little league sports most often? What activities do scout troops do - are they different for boys and girls?

As children mature, they become more aware of the conditioning influences around them. By the time a child reaches puberty, she/he has a fairly clear idea of the ways men and women are "supposed" to behave, and most teens expend time and energy trying to conform to the norm for their gender. All too often these roles are reinforced in banal or derogatory ways, through dimestore novels and television shows.

The problem with society's continuous messages about what should be masculine or feminine is that many men and women grow up thinking that traits of the opposite sex are somehow demeaning to their own sex. Many men get the idea that they shouldn't exhibit emotions, they shouldn't be kind and compassionate, and they shouldn't cry. Many women might believe that they shouldn't be assertive, that they shouldn't aspire to professional success, and that they shouldn't be physically strong.

If people think about these stereotypes, they'll usually conclude that none of the traits traditionally assigned to either sex is inherently bad - and people might even benefit from more sharing of these previously limited characteristics. Our worth as human beings is not determined by how well we fulfill the sex role assigned to us at birth, but by how well we fulfill our own goals and expect-

ations. Surely our gender has quite a bit to do with what our goals and expectations are, but these shouldn't be limited unless we have decided that these limits apply to us for reasons other than the way we're built.

C. Vocabulary

1. Conditioning - to teach or reinforce a behavior pattern by using the same set of conditions or circumstances.

2. Obsolete - no longer useful or valid.

3. Sex role - the way one acts as male or a female after being conditioned by their society.

4. Stereotype - a way of thinking that follows a fixed, common pattern paying no attention to individual differences.

5. Tradition - the handing down of beliefs and stories from one generation to another; a belief handed down this way.

II. LESSON OUTLINE

A. Motivation

Our study of Family Life education is also a study of our sexuality. How we feel about ourselves as males and females is part of our sexuality. How we act as males and females is also part of sexuality.

In many ways males and females are different because of the biological differences we have studied. In many more ways, however, males and females are alike! Throughout history, men and women have had different roles, based more on what was convenient for that period in history than on any real differences in ability. Today we need both men and women to take an active role in society and we are learning that both have great abilities.

In our unit in sex roles, we will study the reasons why men and women have had different roles, how those stereotypes are changing, and what that means for the bright future ahead of you!

B. Housekeeping

This unit is particularly geared to participatory activities. The concepts of conditioning and sex role stereotyping might seem elusive to pre-teens through verbal explanation. Hopefully, concrete experience with some of the following exercizes will provide the insight to make these concepts relevant and meaningful to your students.

This unit provides a opportunity to culminate the activities of units three and four on the advantages and disadvantages of being male and female.

C. Activities

**I am Proud Whip - warm-up

Objective:
1. To build self-esteem regarding sex roles.
2. To re-establish group atmosphere.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking students to complete the following sentence: "What I look forward to about becoming an adult is..."
2. Anyone may pass.
3. It may be helpful to start the sentence for students.

Process Points
1. How alike were males and females in what they looked

forward to?
2. Do we seem more alike or different?

**"Free to Be...You and Me" [39] music

Objective:
1. To focus on male and female sex roles.
2. To add enjoyment and humor to lesson.

Time: 5 minutes
Materials: "Free to Be...You and Me" album or tape, record player or tape recorder.
Procedure: Play "Free to Be... You and Me" and Boy meets Girl

Process Points: receive any student comments.

**Sex Role - Voting

Objective:
1. To focus on the sex role differences and similarities.
2. To focus on personal similarities that exist between male and female students.

Time: 15 minutes
Materials: none

Procedure:
1. Ask students to gather in an open area in the classroom.
2. Call out the following behaviors. Ask students to move to the right side of the room if the behavior applies to them and the left side of the room if the behavior does not apply. Begin by asking, "How many people..."
   a. like to play ball?
   b. like to dance?
   c. help with the dishes?
   d. like swimming?
   e. kiss their parents goodnight?
   f. ride a bike?
   g. ever cry?
   h. like art?
   i. go fishing (or would like to)?
   j. like babies?
3. Encourage students to take their positions independent of where others are going.

Process Points
1. How alike or different did boys and girls seem to be?
2. Are some of the differences inborn or conditioned? How?
3. How might we want to change?
4. Play "It's all Right to Cry" from "Free to Be..."

**Sex Role Stereotyping - Brainstorming

Objective:
1. To raise consciousness to sex role stereotyping.
2. To identify reasons for sex role stereotyping historically.
3. To identify current influences in sex role stereotyping.
4. To identify reasons why sex role stereotyping is changing.

Time: 20 minutes
Materials: chalk/board

Procedure:
1. Announce that the class will be doing some brainstorming in order to understand sex role stereotyping.
2. Create three lists on the board using the following headings and perhaps some of the underlying concepts.
   a. Reasons for Sex Role Stereotyping in History
      (1.) To divide work i.e. cave men/women
      (2.) To pass on property.
   b. Influences on Sex Role Stereotypes
      (1.) Families
      (2.) Society
      (3.) Media
      (4.) Clothing
      (5.) Career opportunities
      (6.) Biological differences
   c. Reasons for Sex Roles Changing
      (1.) More jobs for women.
      (2.) More men wanting to share in family responsibility.
      (3.) More ability to plan for births.
      (4.) Easier housework.
      (5.) Greater need for two incomes.
      (6.) More childcare available to mothers.

Process Points
1. How do students feel about the way society influences sex roles?
2. How do students see their parents as being influenced by sex role stereotyping and recent changes?
3. Play "Parents are People" from "Free to Be"

**Changing Roles and Occupations [40]

Objective:
1. To focus on the evolution of sex roles.
2. To heighten individual perception of the range in sex roles.

Time: 15 minutes
Materials: pencil/ditto sheet (see following page)

Procedure:
1. Reiterate that sex roles are changing.
2. Ask students to complete the ditto sheet.

Changing Sex Roles and Occupations

Many attitudes about sex roles and occupations have been changing in the last few years. Do you think roles and occupations are different from what they were a generation ago?

Fifteen roles and occupations are listed in this table. The second column shows who usually filled these roles and occupations thirty years ago. (M stands for Men, W stands for Women, and B stands for Both.) Next to each number in the now and thirty years from now column, write M if you think the role or occupation is, or will be, filled mostly by Men, W if mostly by Women, or B if equally by Both. (If you cannot decide, do not write anything.)

Roles	30 Years Ago	Now	30 Years From Now
1. Supporting the family financially	1. M	1.	1.
2. Cooking (at home)	2. W	2.	2.
3. Asking someone to marry you	3. M	3.	3.
4. Cleaning house	4. W	4.	4.
5. Riding a motorcycle	5. M	5.	5.
6. Taking care of children	6. W	6.	6.
7. Fixing a car	7. M	7.	7.
Occupations			
8. Nurse	8. W	8.	8.
9. Medical doctor	9. M	9.	9.
10. Clothing factory worker	10. W	10.	10.
11. Professional athlete	11. M	11.	11.
12. Airline pilot	12. M	12.	12.
13. Secretary	13. W	13.	13.
14. Elementary school teacher	14. W	14.	14.
15. Corporation president	15. M	15.	15.

Process Points
1. Thirty years ago, there were certain roles and occupations limited to men and different ones only for women. Do you think that sex roles have changed during the past thirty years?
2. Do you think sex roles thirty years from now will be different from sex roles today?
3. Do you prefer things as they are now, as they were thirty years ago, or as you think they will be in the future?
4. What does your answer tell you about your attitudes about sex roles?

**Agree and Disagree - Sex roles[41]

Objective: to focus on sex role stereotyping.
Time: 15 minutes
Materials: pencil, ditto sheet, (See page 93a)
Procedure: complete ditto sheet.
Process Points
1. Does everyone have the same attitude about sex roles? If not, how do you account for the differences?
2. Would your mother have answered this survey as you have? Would your father have answered this survey as you have?

**Advantages and Disadvantages[42]

Objective:
1. To relate this unit to previous sessions.
2. To help students appreciate the differences and similarities between boys and girls.
3. To facilitate discussion between boys and girls.

Time: 20 minutes
Materials: newsprint/crayons

Procedure:
1. Divide the students into two groups, boys and girls.
2. Give each group two sheets of newsprint. The girls should have sheets with headings reading:
   "Advantages of Being Male"
   "Disadvantages of Being Male"

   The boys should have sheets with headings reading:
   "Advantages of Being Female"
   "Disadvantages of Being Female"

3. Give the groups about ten minutes to list their ideas about the advantages and disadvantages of each sex. Then gather together and have a representative from each group read their sheets. The group should not comment until all lists are read (which might be difficult, since there are usually very vocal reactions to the lists.).

Process Points
1. What things on the sheets were accurate?

Sex Roles: Do You Agree?

Here is a chance to explore further your attitudes about sex roles. This list contains 15 statements about men and women. All of them refer to men as a group or women as a group. Write the numbers 1-15 on a piece of paper. Next to each number, write A if you Agree with the statement, D if you Disagree, or U if you are Unsure.

1. If both a husband and a wife are working full time, the wife should do the housework.
2. Men cannot do some jobs.
3. A man should be required to support his ex-wife in the event of a divorce.
4. A woman could handle the job of leader of the country.
5. A man should want a full-time job.
6. The husband's income should be the main source of money for the family.
7. Women do not understand complicated machinery.
8. Women usually vote the way their husbands or boy friends tell them to.
9. Men are as intelligent as women.
10. Most men would object to having a female boss.
11. It is all right for women to ask men for dates.
12. College is a waste of time for women.
13. Women need less income, so they should be paid less than men for equal work.
14. More women should be trained to be surgeons.
15. Raising children is the wife's responsibility.

Compare your responses with those of your classmates. Does everyone have the same attitude about sex roles? If not, how do you account for the differences?

Would your mother have answered this survey as you have? Would your father have answered this survey as you have?

2. What were not true?
3. Do males or females perceive different advantages or disadvantages for the opposite sex?
4. Which of these things are determined by our society, and which are based on anatomical differences?
5. Did people mention the following: styles of clothing, dating practices, childbearing, money, household chores, emotions, risk-taking?

**I Wonder Question Box- or Fishbowl Exercise

Objective: To facilitate understanding between boys and girls.
Time: 30 minutes
Materials: 3x5 cards/pencils

Procedure:
1. Ask students to write a question that applies to the opposite sex. The question might be expressed as follows: "I wonder how boys/girls feel about..."
2. Ask students to head the cards: "For Boys" or "For Girls".
3. Collect the cards.
4. With the teacher serving as a monitor, ask boys and girls to respond to questions.
5. Check if other boys or girls are in argument.
6. Another way of proceeding with this exercise is utilizing the "fishbowl" format - that is to have first one group, boys or girls, sit in a circle. Use a monitor from within that group. Have students in the group respond to questions posed to them, in a discussion or "whip-like" format. Each group discusses about five questions. The other group remains silent and listening - at a distance. The groups then switch places.

Process Points
1. Did each group seem to answer honestly?
2. How did this help create better understanding between boys and girls?

**"I Learned" Journal Entry and Statement

**I am Still Learning Homework - Male/Female Collages

Objective:
1. To create an awareness of the media influence on sex roles.
2. To reinforce learning of this unit.

Time: To be completed at home
Materials: magazines, newspapers, paste, paper, scissors.

Procedure:

1. Ask students to select ten pictures of men and ten pictures of women which depict adults in active roles.
2. Instruct students to create collages having one page of male pictures and one page of female pictures.
3. Ask students to write a paragraph which addresses itself to the following questions:
   a. How would you describe the males and females in your collages?
   b. What do you like and dislike about the way men and women are portrayed?
   c. How do these sex roles compare to those in movies and on T.V.?

Note: You might omit the written paragraph and share the above discussion the following day.

Process Points

1. How are we influenced by what we see in the media?
2. Is this always conscious?

Conclusion

We talked before about being unique and being similar. We've talked about feeling good about ourselves and how important that is. Today we learned that as maturing young women and men we are each very unique, and yet quite similar in the goals we are reaching for. These are goals that will make us feel good about ourselves as we reach our human potential.

As we grow up as males and females, we have the opportunity of expressing our unique individuality and our humanity. We as males and females both have many individual talents and wonderful human capabilities which will help us to have rich lives and make great contributions to the world. In our next unit on values, decisions and life goals, we will talk further about boys and girls moving closer to their exciting adult roles. We need to always remember: "I can be anything!"

**Play "Good to Have a Friend" and/or "Atalanta" from "Free to Be" as a closing.

III. EVALUATION

Sexuality and Sex Roles QUIZ

Circle "T" for True and "F" for False.

1. Boys are always better at Math than girls. T F

2. Girls are always better cooks than boys. T F

3. Men make better politicians than women. T F

4. Women make better teachers than men. T F

5. Men make better doctors than women. T F

6. Being attractive is more important to men. T F

7. Being "brainy" is more important to men. T F

8. All women want to be mothers someday. T F

9. Not all men want to be fathers. T F

10. Deciding not to have children is a good decision for some people. T F

NINE: VALUES, DECISIONS AND LIFE GOALS

I. UNIT OUTLINE

A. Objective: After completing this unit the student will be able to:

- recognize the similarity and difference between his/her personal value system and that of others.
- identify the influences on personal values.
- discuss the adolescent tendency to conform and the impact of peer pressure on behavior.
- identify a life goal, the factors involved in reaching it and potential risks to its attainment, including adolescent pregnancy.
- understand the components of decision-making, including:
  a. choosing from alternatives.
  b. anticipating consequence of each alternative.
  c. anticipating the impact of choice on others.
  d. describing the action necessary to implement choice.
- identify persons who may help in making decisions.

B. Introduction

The eleven-to-thirteen-year old is embarking upon the struggle to develop a relatively autonomous self in preparation for independent adulthood. In so doing he seeks to control his dependence on his parents by transferring some of the emotional attachments he has to them to others outside of his immediate family. His "pal" relationships with peers of his own sex acquire greater significance as they meet his needs for new attachments. As he realizes his continuing and inevitable dependence on parents and teachers, he often experiences conflict and anxiety. Consequently, he may tend to withdraw from the adults with whom he had previously enjoyed close attachments. Irritable, defiant behavior may support this withdrawal. On the other hand, crushes on adults and admiration of popular figures are likely to emerge as less threatening forms of attachment to adults.

During this period, the youngster tries to establish his identity further by working toward his own code of moral and ethical values. In order to do so, he wrestles with absolutes of right and wrong and is acutely aware of inconsistencies in the behavior of others, especially in the behavior of the significant adults in his life.

At this age the youngster begins to examine role definitions. In this way he gathers data upon which to base his emerging self-identity. He is concerned with many questions: How should a husband and wife relate to each other? How should siblings deal with each other? How should a mother or father act toward a boy or girl? The "shoulds" and ideal models which result often give rise

to anxious doubting, and criticism of self and others. Youngsters at this age are often reassured by being helped to understand the varieties of human encounter.

The early adolescent often relates inconsistently to adult authority. He questions, challenges, idolizes, is hypercritical and dependent, often all at the same time. He is very interested in aspects of human behavior, such as manliness, womanliness, motherhood, etc., and seeks to apply these conceptualizations to himself and to others close to him. As the teacher helps him to find a realistic view of behavior, his own and others', he is less moved to prove himself in extreme ways. It is important to help him think issues through for himself, especially since he is intolerant of directive absolutes, and is ready to establish an independently integrated value system. While he is still strongly influenced by adult opinion, he is even more interested in the opinions of his peers, so that classroom discussions are especially relevant at this time. The most important challenge to the teacher is to reinforce the eleven-to-thirteen-year old's self-esteem in his search for competence in preparing himself to deal with the issue of adulthood.and the development of adult values.

During childhood there is a phase of development in which a firming up of the whole personality takes place. An emotional stabilization of all the results of the various psychosexual phases which have gone before is accompanied by physical, social and intellectual growth. In the preadolescent phase hormones are accelerating sexual maturation. At the same time, society is exerting tremendous pressures - trying to impose standards which now for the first time are being questioned. Parents, teachers, and other adults important to the child's life may be conservative in their values, while the child is feeling an upsurge in powerful emotions and curiosity. He wants to know the answers to questions and he wants the answers to be based on reason. Adults he trusts can be more helpful than books of advice. He needs opportunities for discussion about his development and his thoughts and feelings with his peers of both sexes. He wants to make decisions for himself, even though at this age they must be limited decisions.

A desire to conform to peer group standards begins at this age. In clothes, in appearance, in hobbies and games it is important to be accepted by the group and dreadful to be ostracized. The preadolescent is very concerned about justice and fair play, though the standards set for these may differ from adult standards.

Background Information[43]

Young people of the 1980's view life individually and uniquely. As they live the present and approach the future, they are developing a variety of lifestyles that provide additional alternatives for the planning of their lives. Although many students want to plan for themselves and their future, others prefer not to think ahead to college or careers.

Whatever the attitude of a young person, his options exist in increased numbers. The greater the number of opportunities, the better a person's chance to find personal satisfaction. However, more options make the task of deciding among them more difficult. More values are in conflict, more variables have to be considered, and a greater amount of information is needed. Forced to choose without adequate information based on objective data or personal experience, without a feeling of future consequences, without sufficient skill or practice in the process of deciding, a person may choose unwisely.

Thus the process of decision-making is vitally important. Decision-making is practiced by everyone each day of his life. Because it is a common act, it receives little attention until a person is faced with an important decision that has long-term consequences.

Decision-making can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternative, or possibility to consider. If a choice exists, the process of deciding may be utilized.

The potential value of the process lies in the fact that its practitioner is more likely to be satisfied with his decisions. The process requires skills that can be learned, applied, and evaluated. A first step in learning the process involves thinking about both personal and group values. Considering values removes the implication of "right" answers or outcomes, emphasizing rather an effective use of a process that results in satisfying consequences. This emphasis distinguishes decision-making from problem-solving. Problem-solving usually involves <u>one</u> best or right solution for everyone.

When decision-making is skillfully utilized, it is more likely that the outcome will be satisfying. A skillful decision-maker has more personal <u>freedom</u> in his life because he is more likely to recognize, discover, or create new opportunities and alternatives. He also has greater <u>control</u> over his life because he can reduce the amount of uncertainty in his choices and limit the degree to which chance or other people determine his future.

Two individuals may face a similar decision, but each person is different and may place differing values on outcomes. It is the individual who makes each decision unique. Learning decision-making skills, therefore, increases the possibility that each person can achieve that which he values.

Each decision is necessarily limited by what a person is capable of doing. A person's capability of making decisions includes his knowledge of how to use alternatives; this knowledge gives him greater control over the decisions he must make. Decisions are also limited by what a person is willing to do. A teenager who can have a date to a football game, provided he calls a girl, but he who is not willing to call restricts his alternatives. Not choosing to decide is a passive decision - it is a decision not to decide. A third limitation on decisions is determined by the environment. If only one restaurant is located in town and if a couple does not care to drive to another town, they have a limited choice of where to dine out. Lacking of knowledge of personal values (what do I value?) and lack of decision-making skills (or infrequent use of skills) also restrict or limit the decisions that can be made with satisfaction. Four major requirements of skillful decision-making are: a. examination and recognition of personal values, b. knowledge and use of adequate; relevant information in choosing from alternatives; c. anticipating the consequences of each alternative and the impact of the choice on others; and d. knowledge and use of an effective strategy for converting this information into an action.

Values: Values are the foundation and integrating framework of the complete decision-making process. Values determine what is "satisfying" and thus help a person to set goals. Values also dictate the actions to be taken to reach those goals. The information that is sought, the evaluation of that information, and the weight given to various pieces of data are influenced by personal values. The strategy that is used to achieve a goal is governed by values. A person facing a decision involving a conflict of values, accompanied by a strong emotion, knows he faces an important decision, one requiring skill to decide satisfactorily.

Many differing theoretical definitions of values exist. The definition of values for this unit is as follows: a value is something a person prizes, cherishes, esteems - something he expresses consistently in his behavior. The term values, as so defined, is intended to be a broader concept than interests, feelings, beliefs, or attitudes.

Teaching about values is complicated. While necessary, it may be difficult for a teacher to introduce such a personal subject as values without bringing to his students his own subjective ideas.

Prizing, cherishing, and esteeming lie in the affective domain, as indications of feelings and emotions. Education has traditionally concentrated on the cognitive to the neglect of systematic consideration of affect and therefore of values. Because values are learned, they are appropriate subject matter for the classroom. Students will be better educated, more competent, and more independent if they learn the source of values, how values are acquired, the values of other people, and respect for differing values. Studying values may lead students to: know more about themselves; identify clearly their personal values; give greater commitment to those values; experience the satisfaction of achieving what is valued; and become more

effective decision-makers.

Teaching this unit can be fun and stimulating, but teachers must keep in mind that:

1. There are no right or wrong values. Values can only be judged by the individual for himself.
2. Values are learned. Those learned through exploration and free choice may be more constant and consciously available for use in decision-making than those learned through indoctrination.
3. A person who has only one set of values that are applied automatically, without being examined, functions more like a machine than a human being. Such a person will not be as capable of determining his unique life style as the person who has thought about his own values.

Objectives or goals are statements of intention indicating what a person would like to do. If a person knows how to identify his values, then he can use those values in clarifying objectives and stating actions that will be necessary to reach those goals.

Another scheme for presenting the values clarification and decision-making process procedes through the following steps:

A. Choosing
   1. Choosing freely.
   2. Choosing from alternatives.
   3. Choosing after careful consideration of alternatives.

B. Prizing
   4. Cherishing and being consistently happy with the choice.
   5. Being willing to affirm choice publicly.

C. Acting
   6. Acting on the choice.
   7. Repeating the action over time.

Sharing this scheme with students might help them to group the process of thoughtful decision-making.

Granted the topics for this unit: "Values, decision making, and life goals," present a most ambitious amount of material to cover. We can only begin our work in this area, and conceivably could take a year on this unit alone. If however, we relate the concepts in this unit to the ongoing concepts of self esteem, and personal responsibility for outcomes, we will in some measure enhance achieving the overall goals of the Family Life curriculum.

C. Vocabulary

1. Alternative - any one of things that can be chosen; another possible choice or plan.

2. Conformity - being in agreement; likeness or similarity; wanting to be like everyone else; not wanting to be or appear different from the group.

3. Consequences - a result or outcome.

4. Decide - to choose after some thought.

5. Goal - an aim or a purpose; the end to which one tries to reach.

6. Process - a series of happenings over time by which something developes; a method of doing something in which there are a number of steps.

7. Values - beliefs or ideals; things which are held in high regard.

II. LESSON OUTLINE

A. Motivation

What do you want to be when you grow up? That's a question you've probably been asked many times. That's a question you've probably asked yourself many times too! What will help you achieve what you want to be? What will make it more difficult? How can becoming a parent influence or change the plans you are just beginning to make.

What do you really value? What decisions do you need to make? How do you make important decisions anyway?

All of these are very important questions. Perhaps the most important questions you can ever ask. We will try to help you answer some of them today as we continue our study of Family Life Education.

B. Housekeeping

The study of life goals in this unit presents the opportunity to relate material to the concepts already covered on adolescent pregnancy and choices that are involved in parenthood. Furthermore, you can reinforce or now complete the exercise on personal and family values, which also will relate to this unit. Lastly, material in this unit is obviously relevant to material on career choices being studied by several sixth grade classes.

The most important concept to convey in this unit is that people are responsible for their choices and have the ability to choose and make decisions. Young people need to know that they are not the victims of circumstance, but masters of their destiny.

C. Activities

**Proud Whip - warm-up

Objective:
1. To build self esteem with reference to life goals.
2. To re-establish group feeling.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking students to complete the following sentence: "What I'd really like to be someday is..."
2. Anyone may pass.
3. The answers may be just tentative plans not a "commitment".

Process Points
1. How many people already have some idea of a life goal or a career plan?
2. At what age will others be when they make these decisions?

**Twenty Things You Love To Do [4]

Objective:
1. To help students focus on personal values.
2. To identify most prized and cherished activities.
3. To begin session enjoyably.

Time: 25 minutes
Materials: pencil/ditto sheet (see page 103a).

Procedure:
1. Explain to students that this ditto exercise will offer an enjoyable means of finding out what they really value and enjoy doing.
2. Ask them to use the left column to list twenty things they really love to do. The list may be shorter, or longer.
3. You might help students get started by suggesting that the items can be little things or big things. Suggest "You might think in terms of the seasons of the year for things you love to do".
4. When the lists are done, the teacher tells the students to code their sheets in the following manner:

TWENTY THINGS I LOVE TO DO WORKSHEET

Twenty Things I Love To Do	$	A or P	N5	B	1 to 5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

After completing your list, use the codes on the left and the columns under them to code your list. Do only one column at a time.
This is the meaning of each code:
$-Things that cost $4.00 or more.
A-Things I enjoy doing alone; P-Things I enjoy with people.
N5-Things I think I will enjoy in the next five years.
B-Things I want to become better at.
1 to 5-The 5 things I value most... "1"next to my favorite thing; "2"next to my second favorite, etc...

a. A dollar sign ($) is to be placed next to any item which costs more than $4.00 each time it is done.
b. The letter "A" is to placed next to items the student really prefers to do alone. The letter "P" next to those items she/he prefers to do with people; and the letters "A-P" if they are enjoyed equally alone and with people.
c. The letters "N5" are to be placed next to items which the student thinks will be listed in the next five years.
d. The letter "B" is to be placed next to those items which the student wants to become better at.
e. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered "1", the second best "2", and so on.

Process Points
1. What did you learn about yourself from this exercise?
2. How would you now explain what you really value and love to do?

**Values and Decision Influences - Brainstorming

Objective:
1. To help students become aware of the impact of various influences on their values and decisions.
2. To demonstrate that we are all "victims" of outside influence.

Time: 20 minutes
Materials: chalk/board, journals

Procedure:
1. Share that all people have many influences that help shape their values and decisions. Share that values are learned, not inborn.
2. Have students generate a list of influences on personal decisions and values. Items on the list might include:
   a. parents
   b. other family members
   c. religion
   d. friends
   e. media - T.V., movies, records
   f. school and teachers
   g. society
3. Ask students to write in their journals the three greatest influences on them personally.
4. Now create a list of the people who might be consulted to help make an important decision. This list might include:
   a. parents
   b. other family members, brother or sister, etc.
   c. friends
   d. teachers

e. priest or clergyman
f. doctor
g. counselor

4. Again ask students to list in their journals the three most important people they would want to help them with a decision.

Process Points

1. What did you learn about the outside influences on your values?
2. What did you learn about who you turn to with decisions?

**Conformity and Forced Choices[45]

Objective:

1. To heighten students' awareness as to the omnipresence of peer pressure.
2. To show students that we often have to choose from amongst the best of several alternatives.

Time: 25 minutes
Materials: pencil/ditto sheet (see page 105a)

Procedure:

1. Explain to students that wanting to be like the group is a natural phenomenon, but that wanting to be part of the group sometimes results in conflicts of values. Furthermore, we are often forced to choose from a set of alternatives.
2. Ask students to carefully read and complete the following ditto. (see page 105a).

Process Points

1. What are the advantages and disadvantages of conforming?
2. Would you conform to be popular?
3. Do you stand up for something you really feel strongly about?
4. We are all influenced by others in some ways. The amount of influence others have on you will be different at different times in your life. Sometimes such influences will be helpful to you. At other times, they may push you in directions that are against your true values. Whenever you make decisions, you will have to weigh your values against those of others.
5. How does it feel to have to make a forced choice from amongst the given alternatives? How often does this happen in life?

Note: At this point you might want to present and discuss the following decision-making scheme with students: (See page 100)

CONFLICT OF VALUES - FORCED CHOICES

Your behavior in any situation is strongly affected by your values. But sometimes you will find that there is a conflict between several things that you value.

Think of a boy who values honesty and popularity. He does not cheat on tests. He pays the right fare when he gets on a bus. He does not try to sneak into the movies on a child's ticket. One could say that he values honesty. He is also popular at school. Lots of people like him because he has a good sense of humor and is fun to do things with. One could say that he values popularity.

One day one of his friends suggests that a group of them go to a department store and see what they can "pick-up". They don't intend to take anything expensive. It will just be to see what they can get away with. Several of the boys agree that it would be fun. What should the boy do who values both honesty (not stealing) and popularity (doing things with his friends)?

Situations like this call for a decision. If you were in a situation like this, you would have to weigh the importance of your different values. Then you could decide how far you were willing to go, or the limits that you set for yourself.

People who do what other people do because they want to be accepted by those people are conforming. For instance, if all the people in your group have long hair, they are conforming to the group's idea of what looks good. Most people feel comfortable as part of a group. If you belong to a group, you probably conform to and accept many of the group's ideas of behavior as well as dress. On the other hand, there may be problems if people in a group conform too much. If people conform out of fear or simply to be popular, they may do things that they don't really believe in.

What are the advantages and disadvantages of conformity? How do we choose from alternatives? Think about how you would behave in various situations. Next to each number below, write what you would do.

1. You have a pair of shoes you like but your friends always wear sneakers. Which would you do?
   a. Keep wearing the shoes.
   b. Wear a pair of sneakers.
   c. Try to persuade your friends to wear shoes like yours.

2. You like Randy but none of your other friends do. Which would you do?
   a. Stop being friends with Randy.
   b. Keep Randy as a friend.
   c. Try to persuade your other friends to like Randy.

3. You and your friends are invited to a party on Friday. You want to see a movie on television that night. Which would you do?
   a. Watch television.
   b. Go to the party.
   c. Try to persuade your friends to watch television with you.

Components of Decision-Making

1. Choosing from alternatives.
2. Anticipating the consequences of each alternative.
3. Anticipating the impact of choice on others.
4. Describing the action necessary to implement the choice.
5. Carrying out the action.

**Filmstrip - Life Goals: Setting Priorities[46]

Objective:
1. To make students aware of the importance of decision-making skills.
2. To relate the concept of personal values to the process of decision-making.
3. To explore the concept of establishing priorities among values.
4. To identify the role of information in helping us identify and evaluate alternatives.

Time: 10-25 minutes
Materials: filmstrip - cassette projector, screen, filmstrips "Life Goals" Part I "Values" and/or Part II "Establishing Objectives".

Procedure:
1. Explain that as all people mature, they begin to think about life goals. Introduce the filmstrip(s) as being related to values and life goals.
2. Show Part I "Values" and/or Part II "Establishing Objectives".

Process Points: Relate filmstrip(s) to the following exercise.

**What I Want To Be

Objective:
1. To stimulate student thinking on life goals.
2. To help students consider the ramifications that early parenthood might have on projected life goals.

Time: 20 minutes
Materials: paper/pencil, tape

Procedure:
1. Have students ponder an individual life goal. Suggest that it could be a career choice, an aspiration for a family life style, or even a desire for an economic or religious status. (This would become more specific for older students).
2. Ask students to write their life goal at the top of their paper.
3. Then ask the students to create two lists under their life goal. The first list is "What I need to achieve My Goal"; the second list is "What Will Keep Me From Reaching My Goal".
4. Give students about ten minutes to work on their lists. Suggest that first responses are often valid.

5. Have students share answers in class discussion.
6. You might use the "milling"strategy, where students tape signs to shirts and then walk about reading each others comments.

Process Points

1. What things were most frequently seen as helping us reach our goals?
2. What years were seen as the most important to work towards goals?
3. What things were seen as impinging on life goals.
4. How would teenage parenthood affect life goals?

**I Learned Statement and Journal Entry

**I am Still Learning Homework

Note: As this session was particularly lengthy you might select an incomplete activity to use as an at-home assignment.

Conclusion

What do you want to be when you grow up? That might seem more real to you now! With an understanding of values, with knowledge about your changing body, with a belief in yourself, and some planning for the future - you can be anything!

In our next unit we will continue to talk about you, and about how you talk, and communicate, and express your values to others.

TEN: COMMUNICATION

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- describe reasons that make talking about sexuality uncomfortable.
- differentiate between myth and fact regarding human sexuality.
- identify strategies for effective assertive communication.
- identify persons to whom they would communicate sexual concerns.
- describe ways to facilitate parent-child communication.

B. Introduction

The goals of this unit include facilitating the discussion of human sexuality in an atmosphere of comfort and acceptance. Hopefully, by the time your class reaches this session, this goal will in a large part have been met. A second goal, that of providing appropriate scientific terminology for the discussion of sexuality, should also, hopefully, have been realized by this stage.

Meeting the above goals is encouraging. Yet the challenge of enhancing communication in the area of sexuality still looms - for adults as well as for children!

One factor in becoming even more comfortable in discussing sexuality is to confront the reasons that make talking about sexuality difficult. These reasons may range from a restrictive home environment, to a lack of adequate terminology, to a sense that others are shy or ill at ease discussing matters pertaining to sex. Perhaps the single most inhibiting reason for discussing sexuality with parents and other adults is the assumption on the part of all, that the child knows all she/he needs to know already!

Additionally, communication about sexuality and relationships becomes easier for children if they are provided with strategies. Most pre-adolescents want and need to learn how to state their decisions and desires in a way that accurately reflects their belief and yet does not "put-down" anyone else. Students need help knowing they have a right to have not only the courage of their convictions, but also the right to communicate them.

The greatest need expressed by students and parents completing our Family Life needs assessment was to provide help in facilitating parent-child relationships and communication. While we cannot hope to totally achieve this goal in one unit of our program, we certainly will address ourselves to this area. Student-parent role playing and analyses seem to offer meaningful insights to the pre-adolescent regarding parental relationships.

Lastly we will address ourselves to the reasons why myths and misinformation are so pervasive amongst young people. The background information which follows addresses this issue.

Background Information[47]

Since the early 1960's, sex education has been a topic of controversy and much discussion for parents, teachers, school administrators and community people. Most parents agree that their kids need some kind of sex education, but many schools are hesitant to provide information because they don't know what the kids need, they don't know what the parents will accept, and they don't know who should teach the subject.

The net result is that most young people still get their first information about sexual relationships from their friends on the streets, rather than from their parents or in school. Kids still feel that they can't talk comfortably with their parents about sex, and parents feel that they would like to do a better job of sex education in the home but they don't know how.

One way teachers can encourage better communication about sex-related matters in the home is to help students develop the ability to ask questions. Many parents would like the opportunity to discuss sexual matters with their children, but they don't know where to start. Many students would like to find out what their parents are thinking about sexual issues, but they don't know how to ask without being suspected of engaging in some disapproved activity.

Teenagers get much of their information about human sexuality, sexual reproduction, and issues like contraception and VD from their peers. Unfortunately, much of this information is incorrect - as we can see from the growing numbers of teens who didn't think they could become pregnant, who thought that they knew all about birth control, and who thought they could cure VD without seeing a doctor. What makes it so difficult to find out the accurate information that would prevent these problems? Where is this information available?

It's true that many parents, and probably many teachers too, don't know all the answers to questions about sex. Hardly anyone knows all the answers. But young people should be encouraged to ask their questions with the hope that they will find the answers and learn a little about themselves in the process.. Parents may not be aware that their children are old enough to be curious about these things, and some parents may hope to prolong childhood by keeping their children "innocent" (a better term might be ignorant). Some parents and teachers will disagree with the attitudes and values that young people are exploring, and some people will hold strong beliefs about sexual issues that are undoubtedly transmitted to their children. But this doesn't mean that the best information available to kids is found in the locker room, on the street corner, or in the back seat of the car!

Most young people recognize that there are some people and some places that have information about specific things. For example, if your car stops running, you take it to a garage, not a paint store. If you have a pain in your stomach, you go to a doctor, not a paino tuner. If you want to find out how a radio works, you look it up at the library or you ask someone who knows about radios, you don't ask your sister who's in third grade. So why do young people still turn to their friends and to the streets for information about sex?

One reason might be that young people are aware that sex is a topic of conversation and that some kids seem to know more about it than others. Kids might assume that anyone who talks about it more than they do automatically knows more about it. Research and common sense indicate that this isn't true. Usually the more vocal a teenager is about sex, the less real knowledge she/he has.

Another reason for kids to turn to one another for information is that they may think their parents wouldn't know the answers, or wouldn't be willing to discuss the subject. For instance, if a child has asked her/his parents what birth control is all about and the parents answered, "You'll find out when you're older", or "We don't believe in birth control", then the child gets the message that those questions aren't going to get answered at home. Similarly, if the child has asked "How old should a person be before they have sex?", and the parents immediately assumed that the child was considering having sex, then that child learns not to give the parents any hint about what they might be doing. Sometimes children have heard about other parents' reactions, and are simply afraid to ask their own parents because they don't know what the response would be. For this reason, teachers can be helpful in the home-based educational program by encouraging kids to ask their parents some basic questions about sex. Perhaps teachers might assign students a brief composition entitled "When My Dad/Mom Learned About Birth", to stimulate some discussion at home about the changes in sex education from generation to generation.

One final reason that kids might be uncomfortable asking questions about sex is that our society implies to many people that we should just <u>know</u> these things, and that there's something wrong with people who don't know. So, young people take the information they get on the streets and assume that that's correct, since nobody has mentioned any sources of better information. Teachers can remedy this situation easily by providing books and resource lists suitable for the child's age group.

For these reasons and others, many teens get their information about sex from their peers on the streets, and the information they get is incorrect. Additionally, many myths and old wives' tales persist even among adults who should know better. Stories about storks bringing babies may serve to avoid parental embarrassment when a child is very young, but only confuse children as they become more aware of the realities of reproduction. Scare stories about what can happen when girls kiss boys don't prevent sexual activity once the girls find out that their friends have done it

with no problems. Many myths similar to these persist among adults and teenagers simply because no one has thought to question their validity!

The old children's game called "gossip" is a good example of the way things get distorted when they're passed from one person to another - especially when neither knows the truth about the situation. Words get jumbled and meanings get confused, so the message rarely is passed correctly. The same things happen with information about sex: the words are strange and different and the concepts may be unclear, so the message quickly becomes inaccurate. But, since nobody knows the truth, the message continues to be passed on and people continue to believe it.

Young people should be given permission to ask their questions about sexuality, and should also be given information about resources that will answer their future questions. By discussing the issue of inaccurate information and competent resources in the classroom, the teacher will be providing support and reassurance for behaviors that can be very helpful to the students throughout their lives.

C. Vocabulary

1. Aggressive - ready to start fights or quarrels.
2. Assertive - to say something in a clear sure way.
3. Authentic - reliable; true.
4. Communicate - to make known; to give or exchange information; to be connected.
5. Integrity - the quality of being honest and trustworthy.
6. Myth - a story which is handed down from person to person and is not necessarily true.
7. Perception - the act of becoming aware; the act of taking in through the mind.

II. LESSON OUTLINE

A. Motivation

Talking about sexuality and relationships can be difficult. We're lucky. We've had the chance in school to talk to each other about sexuality in a dignified way. We're beginning to accumulate a rich vocabulary of terminology for discussing sexuality, and that's helpful. Talking about sexuality is becoming easier.

Today we're going to address ourselves to the issue of communication. We're going to discuss what helps and hinders communication. We're going to explore what can make talking to our parents and other adults even more comfortable, and how to say what we really feel and mean to convey.

B. Housekeeping

This unit involves weaving together a few themes that are not directly related to each other, but which all deal with communication. It will take the skill and effort of the teacher to create a smooth transition from one sub-theme to the next. The material and concepts to be presented all carry equal weight.

C. Activities

**Proud Whip - warm-up

Objective:
1. To re-establish group moral.
2. To build self-esteem regarding the ability to communicate.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking students to complete the following sentence: "One of the hardest things I have ever had to say was..."
2. Anyone may pass.

Process Points
1. What made it difficult to communicate - the person you had to speak to, what you had to say, or both?
2. What could have made it easier?

**Why It's Hard to Communicate - Brainstorming

Objective:
1. To identify the blocks to communication with parents and adults.
2. To identify the blocks to communication with the opposite sex.
3. To identify why speaking to peers of same sex is seen as easier.

Time: 20 minutes
Materials: chalk/board

Procedure:

1. Explain that talking about sexuality and relationships can be difficult for many young people - especially with certain people.
2. Ask students to help you generate a list of reasons for this difficulty.
3. With students' help create a list of reasons as to why communication about sexuality and relationships with parents can be difficult. Your list might include the following:
   a. Thinking you have to know it all.
   b. Thinking parents will be worried about your "experimenting".
   c. Thinking parents will be uncomfortable.
   d. Thinking parents won't have information.
   e. Thinking parents won't understand.
4. Process the responses. See #1 below.
5. Read the poem on page 113a, as illustration of childrem feeling that they have to know it all.
6. Next create a list of reasons why talking to the opposite sex about a relationship or sexual matter can be difficult. Your reasons might include:
   a. Being shy or embarrassed.
   b. Sensing the other person is embarrassed.
   c. Fearing you or she/he doesn't know enough.
   d. Fearing you or she/he knows too much.
   e. Fearing you may hurt the other person's feelings.

Note: These are all classic responses of adolescents.

Process Points

1. How can we be sure that we are really accurate in perceptions of our parents? How many have actually tried discussing relationships and sexuality with parents? What was their response? What can make communication between parents and children better?
2. Share that often children feel the burden of thinking they have to know everything. Read poem on page 113a if not as yet read. Ask for responses.
3. Discuss why talking to the opposite sex about a relationship or sex related issue can be difficult. Ask students if they have ever "reality-tested" or "checked-out" whether or not their perceptions are accurate.
4. How widespread are communication difficulties in your class?
5. Who is the easiest person (people) to talk to? If it's friends, why is that so? Is it because they are "just like us"?
6. What kind of language, slang, scientific, curse, polite, or childish, (words like "wee-wee") language are we most comfortable using?

**"Have You Heard?"[48]

Objective:

1. To clarify students misinformation about sex related issues.
2. To show that myths and misinformation are common and widespread.

THERE IS SOMETHING I DON'T KNOW
THAT I AM SUPPOSED TO KNOW.
I DON'T KNOW WHAT IT IS I DON'T KNOW.
AND YET AM SUPPOSED TO KNOW.
AND I FEEL I LOOK STUPID
IF I SEEM BOTH NOT TO KNOW IT
AND NOT KNOW WHAT IT IS I DON'T KNOW.
THEREFORE I PRETEND I KNOW IT.
THIS IS NERVE - RACKING
SINCE I DON'T KNOW WHAT I MUST PRETEND
TO KNOW.
THEREFORE I PRETEND TO KNOW EVERYTHING.

I FEEL YOU KNOW WHAT I AM SUPPOSED TO KNOW
BUT YOU CAN'T TELL ME WHAT IT IS
BECAUSE YOU DON'T KNOW THAT I DON'T KNOW
WHAT IT IS.

YOU MAY KNOW WHAT I DON'T KNOW, BUT NOT
THAT I DON'T KNOW IT.
AND I CAN'T TELL YOU. SO YOU WILL HAVE
TO TELL ME EVERYTHING.

Time: 25 minutes
Materials: 3x5 index cards/pencils

Procedure:
1. Ask each student to write down one thing that they have heard about puberty, sex, pregnancy, or any other sex related issue, that they know is just a rumor. Everyone should write something that they know is not true - or write something that they think may not be true.
2. Teacher will collect the cards and will read off each statement. The class will decide whether the statement on the card is true or false, and will offer explanations for the statements. The teacher should be careful to treat each question or statement with respect, and not appear to be amused or embarrassed by the statements.

Process Points
1. Where did this information come from? Who would believe this? After studying this unit in class, do you know the real facts about this?
2. Why do so many people still believe these things? How could they learn differently?
3. Do some people pass on these myths just because they don't know any better, or are they trying to scare young people? Does it work?

**Discussion and Filmstrip - Discovering Your Personality: Exploring Your Feelings 49 (optional)

Objective:
1. To portray the widespread difficulty young people have in expressing feelings.
2. To offer strategies for effective communication.

Time: 20 minutes
Materials: Filmstrip projector/screen, filmstrip: "Exploring Your Feelings".

Use: Procedure:
1. Discuss with students the strategy of giving effective "I Messages". "I Messages" are statements which are used by people in conflict with others to resolve the problem. They make no negative comment on the other person's behavior. They do say, however, how the other person's behavior is causing the speaker to feel. Example: John teases Mary. Mary does NOT say: "John, you are a brat for teasing me." Mary does say: "When I am teased, I feel annoyed." Mary is not putting John down and thus perpetuating the conflict. She is, however, clearly stating how she feels, which no one can deny.
2. Ask the students for a few examples of "I Messages".
3. Talk about authentic communication. Discuss how each person has the right and the responsibility to authentically commun-

icate what she/he is feeling. Explain that honest candor is usually appreciated over deception. Explain also that being honest about feelings can be difficult as students will see in the filmstrip.

Process Points: Ask students to comment on the appropriate vignettes portrayed in the filmstrip by sharing what the various young people might have said to ease or resolve the situations, or to have made the child herself or himself feel better.

*Note: After the above discussion, you might elect not to show this filmstrip and procede directly to the second filmstrip, The Gentle Art of Saying No which can be processed in a similar manner.

**Filmstrip: The Gentle Art of Saying No", Part I "A Person Has a Right"[50]

Objective:
1. To model the expression of opinions, needs and feelings in an assertive manner.
2. To demonstrate situations in which assertive communication can be used.
3. To illustrate that assertive communication includes taking responsibility and accepting consequences.
4. To identify the personal "rights" assertive communication protects.
5. To establish that the ultimate goal of healthy self-assertion is increased self-respect.

Time: 25 minutes
Materials: filmstrip projector/screen filmstrip The Gentle Art of Saying No, Part I

Procedure:
1. Use preceding discussion to introduce filmstrip.
2. Re-introduce theme of rights and privileges. Reiterate that our rights are just as important as our responsibilities.
3. Play filmstrip.

Process Points
1. In the first segment how could Dave have gotten his message across about the boys not being admitted to his party?
2. How did Diane use effective "I Messages" to communicate to Mrs. Simmons? Do you think she was right?
3. Do you think Valerie owed Chip an explanation for refusing his request? Why?
4. How do you feel about the way Lori changed her mind and communicated her decision? Was she right?
5. Do you see how Fran was aggressive and nasty rather than assertive when she told Margie, "Everybody feels that way about you." How do you think Margie felt? How could Margie have responded?
6. How do you feel when someone has been assertive and when someone has been aggressive? Do the feelings differ?
7. Why do girls find it hard to be assertive with boys?

**Effective Communication Role-Play

Objective:
1. To offer practical experience in utilizing communication techniques.
2. To integrate the various sub-themes regarding effective communication.

Time: 25 minutes
Materials: note cards with role-play situations

Procedure:
1. Discuss the following role-play guidelines:
   a. Prepare the group for role-plays by indicating that there will be no judging of the quality of the role-plays. Everybody's contribution is valued and worthwhile.
   b. According to the size of the class or the style that is most comfortable, divide the group into twos and threes with each doing its own role-play situation; or you may want to recruit volunteers to work in front of the group.
   c. Limit clearly the scene to be enacted and clearly define and limit the character's position.
   d. Role-plays should be brief. A leader should cut the action at a crucial moment to maintain group involvement.
   e. Assign an observer whose task is to take notes for later feedback on voice tone, body language, rights asserted, techniques used. Encourage group members to comment on the observer's feedback.
   f. Because role-playing can stimulate identification in both players and audience, it is helpful to have participants share how they felt as they played their roles. The leader might want to ask how they feel they are different from their roles.
2. Role-play the following situations:
   a. James and Susan have been invited to a party and have accepted. On the way there James decides that he really wants to go to his house instead. Susan does NOT want to go to his house and wants to go to the party as they had originally planned. What happens?
   b. Janet is concerned because some of the girls in her class are are riding around in cars with older boys. She doesn't want to get involved with older boys and fears that she will have to in order to keep her friends. Now she wants to discuss the problem with her parents. She's nervous about what they will say. Role play her discussion with her parents. What happens?
   c. David, Leroy, and Willie are talking about some things they've heard from Willie's brother. He has told them that having too many ejaculations can make you very weak, and even make you "use up all your sperm." Leroy thinks this may be a myth. David is confused. Willie is sure his big brother is correct. Role play the scene of Leroy trying to convince his friends that the statement is a myth.

Process Points

1. Discuss each role play.
2. What alternative methods of communication could have been used?
3. Were the people in the situations speaking authentically, from their hearts?
4. Were they being assertive or aggressive? How can you tell?
5. How can Janet's parents help her or be empathetic to her problem? Why is she so nervous about telling them?
6. What tactics does each boy use in the myths discussion?
7. What did you learn about good communication?

**I Learned Journal Entry and Statement

**"I am Still Learning" Homework

Objective: To continue to focus on parent-child communication.

Time: To be completed at home.
Materials: paper/pencil

Procedure: Ask students to write a paragraph describing a disagreement or difficulty with a parent that was successfully resolved. Ask them to identify what helped resolve the problem. What communication techniques on the part of both proved helpful?

Process Points: Discuss in class on a following day. Create a list of helpful parent-child communication techniques.

Conclusion

Communicating what we feel takes learning and skill. Effective communication takes practice too. We need, over and again, to practice saying what we mean and feel. We need to learn how to say the difficult things we may need to say to the important people in our lives. And even more than that, we need to believe deep in our hearts, that we have a right to say what we believe. As long as our statements are not intended to interfere with the rights of others, we have the responsibility and ever-present opportunity to protect and communicate the rights that are ours.

III. EVALUATION[51]

QUIZ

Communication and Myths

Circle "T" for True and "F" for False.

1.	It is illegal for people under age 18 to read books about sexuality.	T F
2.	Most young people never talk about sex, birth, pregnancy with their friends.	T F
3.	Most young people have some questions about sex and reproduction at some time in their lives.	T F
4.	If a person has a question about sex, the best place to get an answer is from a friend.	T F
5.	Sometimes it's hard for kids to talk to their parents about sex.	T F
6.	Sometimes it's hard for parents to talk to their kids about sex.	T F
7.	Librarians know a lot about where to get information about sex.	T F
8.	Most teachers can help find out answers to children's questions, if you ask.	T F
9.	A person who has questions about sex should never ask their parents about it.	T F
10.	People who ask questions and get the right answers are happier than people who don't.	T F

ELEVEN: RELATIONSHIPS

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- recognize that relationships involve choice:
  a. a choice in people.
  b. a choice in behavior.
- identify qualities that are valued in a friend.
- identify characteristics that make a boy-girl relationship comfortable.
- describe the advantages and disadvantages of "couple" and "group" social interaction.
- discuss the health risks and emotional consequence of sexual relationships.
- discuss alternative ways of handling relationship problems.
- define love.

B. Introduction [52]

Until this time, the teenager's identity, relationships with others, and attitudes toward sex and sexuality, have been largely shaped by the family. However, during the time of early adolescence he is ready to expand the scope of his emotional relationships beyond members of his immediate family. This period of growth initiates a series of changes that may be disturbing, but are necessary in the ultimate development of an adult personality.

Characteristically, there is a decrease in the influence of parental attitudes and values, and an accompanying increase in peer group allegiance. The child is often attempting to find the means to adapt his parents' ways to his own life style.

The onset of dating relationships commonly occurs during this period of the teenager's development. There is no discernible "normal" pattern here; the preeminent factor should be the younger adolescent's readiness to begin dating. It is important for boys and girls to understand and appreciate their different feelings about members of the opposite sex. Of equal significance is the knowledge that many opportunities for social and emotional growth are inherent in such relationships.

In dealing with this unit, teachers must take care to protect the feelings of those students who are not ready for dating during early adolescence and feel threatened by others who are more socially precocious. Classroom discussion should always emphasize the great range in readiness at this age for couple relationships. The satisfaction of same-sex relationships should be equally valued during this time. The discussion should not add to the pressures, already so prevalent in our culture today, toward early dating. For students such pressure can lead to humiliating, inappropriate and harmful relationships.

In early adolescence young people become increasingly aware of the use of the word love. It is used to express a multiplicity of desires and feelings, but the adolescent must begin to wonder how and where it fits into the scheme of life. We have stated that sex is a facet of love, therefore this new love feeling differs from that in earlier years.

The adolescent should realize that he has been developing the capacity to love and be loved since the day he was born. As an infant, he was completely concerned with his own needs. His parents fed him when he was hungry, soothed him when he was fretful, and gave him a sense of warmth, comfort and safety. He was experiencing love and responded by feeling comfortable. As the parents continued to show their love, the child returned their love by behaving in a way that was pleasing to the parents.

As the child comes of school age, the family love relationship is enlarged to encompass friends in school and the community. The desire to love and be loved often manifests itself in the wish to be accepted by childhood acquaintances. In addition, identification with a successful person in sports or the performing arts is quite common.

In early adolescence, this same need to be loved and to love continues to be experienced. As interests are shared, affection often develops and deep friendships are formed between members of the same sex. Mutual loyalty, willing acceptance and a genuine desire to share both happy and sad experiences are characteristic of this friendship. This is a time, too, when feelings of love may be directed toward an older, more mature person.

As the individual grows into late adolescence and early adulthood, he experiences the natural desire to form strong, intimate relationships with one "special person." The feelings of love that are engendered during this period are so powerful that an individual's emotional state can run the gamut from ecstacy to depression within a short span of time. However, through such love experiences the individual is potentially able to gain those insights which will lead to the development of more stable relationships in the future.

Background Information

Peer group associations represent not only the beginnings of dating relationships, but a parallel growth of independence from the family as well. Loyalties and allegiances are divided between the two social structures. Marked differences in attitudes and values, between family and peer groups, often result in conflicts for the teenager.

Changes in the physical and emotional being of the early adolescent are accompanied by changes in his social outlook. Same-sex friendships, so characteristic of earlier phases of development, are gradually supplemented by heterosexual relationships for the majority of the students.

Though the desire for an individual relationship with one of the opposite sex is usually present, the teenager often experiences difficulty in establishing such an association on his own. It is common, therefore, to find groups of boys and girls participating in activities, almost as a unit. It is from this larger unit that pairing will eventually begin. Feelings of love and affection which, until this time, have been fairly well confined to family members, are now extended to include individuals outside the family. Characteristically, a boy and a girl of the peer groups will begin to identify more closely with one another than with the group as a whole.

The onset of dating is determined by a significant number of factors. Of prime importance of course, should be individual readiness; the attainment of a social and emotional level which enables the teenager to be comfortable in the presence of a member of the opposite sex. Other factors that may exert strongly controlling influence are parental attitudes, peer group demands, religious and community outlook and sexual orientation. Dating provides unique opportunities for boys and girls to develop mature and responsible relationships. Learning to appreciate differing attitudes toward love and sex, becoming more sensitive to the feelings of others, and developing a sense of mutual dependence represent but a few of the many opportunities that dating offers. Dating should be a time of great happiness for teenagers. Unfortunately, the joys are often beclouded by a number of diverse aspects. Parental disapproval of the dating partner is certainly one factor. Failure to gain approval of the relationship from friends is another. Sometimes these differences can be resolved in frank communication with parents and friends. But the greatest cause of unhappiness is the failure of the partners to be honest with each other; that is, to attempt to be something or someone not truly reflective of their own unique personality.

It is important to remember that dating often begins at a time when boys and girls are reproductively mature. At this time, boys may experience a strong sex urge, while girls may not develop similar feelings for many years. An understanding of these differences on the part of the dating partners is vital in forming meaningful heterosexual relationships. The ability to form positive relationships must, in fact, represent a compromise of the individual's biological drive, his own moral standards and the mores of his culture.

Most teenagers look forward to "going steady". From the early adolescent's point of view, this has some distinct advantages: getting to know one other person very well, a secure feeling of being able to count on someone and a genuine sense of belonging. However, there are disadvantages too: opportunities for meeting others are severely limited, and a close association may eventually lead to a far more intimate relationship than the teenager actually wants or is able to handle.

As their relationship deepens, boys and girls often find that kissing no longer satisfies the desire to express feelings of love. Therefore, it is not surprising that necking and petting, collectively known as "making out," are fairly common practices among

steady couples. Necking and petting actually provide a means for the teenager to learn about his desires and the comfortable limits within which he can participate. The inherent dangers are the loss of self-control, and subsequent self-respect, and the fact that physical gratification alone may untimately become the basis for the relationship.

Probably the biggest problem for young people who are dating is communication. It's very difficult to talk honestly about your feelings with someone you are dating, because you are taking the risk that the other person may not understand you. Real communication, talking about what is truly important and meaningful, can be of great benefit to people who trust one another to take that risk. Unfortunately, too many young people don't communicate and end up wondering what others are thinking about them and the relationship.

One of the hardest things to communicate about is individual feelings and attitudes about behaviors when couples are alone together. Most young people would agree that some kissing and hugging is normal and acceptable behavior for their peers, but when people have been dating for a while, the issues become more complex. Some people decide to have sexual intercourse before they are married, and others choose not to engage in any sexual activity until they are married. The decisions about sexual behaviors are difficult to make unless people feel comfortable talking about the issues.

Many issues need to be considered when deciding about sexual behavior. First of all, there are the feelings and values of the people involved to consider. If one or both people has been taught, and truly believes, that sexual activities are sinful, then they will probably feel guilty about them. If one person has strong beliefs that the other doesn't hold, what kinds of compromises or concessions should be made? Some people will also believe that sexual activity is not sinful, but that people should be committed to specific kinds of relationships before they consider such activities. Each person must be honest with themselves first to determine what they feel is right or wrong.

Of course, there are many other things to consider when talking about sexual involvement. What does each person expect from the other person in terms of privacy and respect? If the couple breaks up, is it fair to tell other friends about what went on between the couple? Whose reputation is most at stake when this happens? What kind of communication could prevent problems in this area? (Some students may say that close couples never break up, and the teacher can point out the length of time and committment necessary for people to stay together throughout the high school years. A speaker from the junior or senior class might add interest and credibility to the discussion.)

If a young couple decides to have sexual intercourse (which half of all young people choose NOT to do until after they graduate high school), what are the things that need to be considered? Besides the emotional risks and social consequences, there are physical issues that need to be openly discussed, such as venereal disease, pregnancy, and birth control. (Health and social services for adolescents regarding social sex will be discussed in the following unit.)

All personal relationships bring with them both privileges and responsibilities. We are privileged to be able to share our feelings and ideas with people, and we have the responsibility of protecting and caring for the people we choose as our friends and partners. The importance of communications in relationships cannot be overemphasized, since communication is the key to all exchanges between people.

Young people can have perfectly satisfactory relationships with members of the opposite sex without going beyond the bounds of what is socially and emotionally acceptable. Learning to distinguish between love and infatuation is a prime requisite. There is a haste about infatuation that does not allow sufficient time for the growth of feelings of mutual respect and affection. The teenager who sets limits, based upon his own high values and standards, is most likely to know the joys of a meaningful relationship.

C. Vocabulary

1. Crush - an infatuation; a strong impulsive feeling of affection
2. Friend - a person whom one knows well and likes.
3. Infatuation - being inspired with unreasoning attraction or passion.
4. Love - a deep and tender feeling of fondness and devotion.
5. Romantic - sentimental; fanciful, not realistic or practical.

II. LESSON OUTLINE

A. Motivation

What is love? That's a question that people have asked countless times. Maybe you have too! There are many kinds of love - and today we will talk about love and friendship and the many ways people show their affection and caring for each other.

Relationships amongst friends carry both privileges and responsibilities. Relationships between boys and girls carry privileges and responsibilities too. Most important, they are potentially friendships. If it's truly a friendship both people must be able to be true to their values and make decisions which feel comfortable. Both people must share honest communication and mutual respect. Today we will talk about ideal relationships - the kind you might want for yourself!

B. Housekeeping

This unit is a culmination of the preceding units on values, sex roles, communication, and the anatomy and physiology of males and females. Our goal and challenge is to have students integrate information and values and begin to evolve a code of personal ethics regarding relationships. As in other units, the teacher's sensitive and enthusiastic presentation is a living model of the lesson.

C. Activities

**Proud Whip - warm-up

Objective:
1. To re-establish group climate.
2. To build self esteem regarding friendships.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking students to complete the following sentence: "The best thing about having me as a friend is..."
2. Anyone may pass.

Process Points
1. Do you agree with what other people value in you?
2. How does it feel to be a friend?

**Love is...[53]

Objective:
1. To identify the various meanings of the word love.
2. To discuss the variety of love relationships.

Time: 15 minutes
Materials: board/chalk; journals/pencils

Procedure:
1. Have students each complete the sentence; "Love is..." and write their responses in their journals. Words like "happiness" or phrases like "being close to someone you care about" are all acceptable.
2. Ask for volunteers and put some of the responses on the board.
3. Next ask students to brainstorm with you the number of love relationships that they are aware of. The list might include the following:
   a. Parent-child
   b. Husband-wife
   c. Boyfriend-girlfriend
   d. Brother-sister
   e. Grandparent-child
   f. Friend-friend
   Your class should come up with several more.
4. Share the following explanation of the evolution of love relationships:

SELF LOVE → PARENTAL LOVE → FRIENDSHIP → ROMANTIC LOVE → MATURE LOVE

Process Points
1. How many definitions of love did we come up with? What does this say about the variety of personal interpretations of love?
2. How many kinds of love relationships are there?
3. Can we feel love for several people at the same time?
4. How would you describe the way love changes for people from infancy to childhood, adolescence and adulthood?

**The Qualities I Look for in a Friend - (optional)

Objective:
1. To identify the qualities students desire in their friends.
2. To portray that friends are chosen.

Time: 15 minutes
Materials: paper/pencil, board/chalk or newsprint

Procedure:
1. Discuss the fact that people in our families cannot be chosen, but friends are chosen. Explain that each person has the right and privilege to choose friends and does so on the basis of characteristics that she/he finds desireable in others. The purpose of this exercise is to identify those characteristics.
2. Ask students to pair off in twos and, as a two-some, generate a list of qualities that are looked for in a friend.
3. When each two-some has completed their lists ask for volunteers to share their responses.
4. Put the responses on the board, or on newsprint.

Process Points
1. How do we feel about choosing our friends? Does it seem like we choose or do relationships seem to "just happen"? Remember, we always do choose in one way or another!
2. What are the qualities that most people look for in friends?
3. How many of us have those qualities or some of them?
4. How do we feel about choosing friends that have some, but not all of the qualities we look for?

**Film: It Must Be Love Because I Feel So Dumb[54]

Objective:
1. To portray the universality of awkward pre-adolescent relationships.
2. To suggest that friendship and mutual concern can be the best basis for heterosexual relationships.

Time: 30 minutes
Materials: Film - It Must Be Love Because I Feel So Dumb, projector, screen.

Procedure: Introduce film enthusiastically and view.

Process Points
1. Which girl do you think really cared for the main character?
2. How have you ever felt like anyone in the movie? How did your situation work out?

**"Is It Love?"[55]

Objective:
1. To confront some of the myths about heterosexual relationships.
2. To generate independent thinking about relationships.
3. To identify the health risk and emotional consequences of sexual relationships.

Time: 20 minutes
Materials: none

Procedure:
1. Introduce exercise by saying that many people have different thoughts about heterosexual relationships. Some people who are young might not be sure how they feel. That's okay. The purpose of this exercise is to clarify how people do feel about relationships.
2. Ask students to stand in the center of an open area in the classroom.
3. Read out the following statements, and ask students to position themselves according to how they feel. The far right indicates they totally agree. The far left indicates they totally disagree. The center indicates uncertainty. Moderate agreement and moderate disagreement are right and left of center.

Statements:

a. People my age don't really know what love is all about.
b. A girl can't be in love with two boys at the same time.
c. A boy can't be in love with two girls at the same time.
d. You can't love someone else unless you feel good about yourself.
e. There is no such thing as love.
f. True love lasts forever.
g. If you are in love with someone you will probably get hurt by that person.
h. Having sexual intercourse is the best way to prove your love for someone.
i. Girls can't get pregnant the first time they have sex.
j. A girl should have a sexual relationship even though she knows she doesn't want to because she might hurt the boy's feelings by saying "no".
k. People can get VD through sexual intercourse.
l. Girls care about being in love more than boys do.
m. If you're in love, you want to be with that person and no one else.

4. After each statement ask people, especially those on the ends of the spectrum, to discuss why they are where they are.
5. The teacher is urged to add clarifying data wherever appropriate.

Process Points

1. See above, numbers 4 and 5.
2. What are the health risks to sexual relationships?
3. What are emotional consequences to relationships? Do people often get hurt? How?
4. NOTE: This may be especially valuable for students to understand and do.
   How can a couple resolve the situation when one person doesn't want to begin a sexual relationship and the other is applying a lot of pressure? Is thinking you may be hurting someone's feelings a good reason for choosing a sexual re-relationship if you really don't want one? Role-play how a girl might say "no", as she talks about her own values and uses "assertive" communication.

**About Dating - Role Plays

Objective:

1. To develop a code of ethics for heterosexual social interaction.
2. To help males and females identify characteristics they look for in the opposite sex.
3. To facilitate male/female understanding.

Time: 30 minutes
Materials: newsprint/crayons or markers

Procedure:

1. Divide students into a male and a female group.
2. The male group is to role-play a locker room scene where the

boys are discussing the qualities they look for in a girl they would like to know better. They also want to identify the way both people should behave, if they go on a date. Someone in the group decides to record (on newsprint) what they come up with.

3. The female group is going to role-play a slumber party. They also want to discuss what characteristics they find important in a boy they might want to know better, and identify the way both people should behave if they go on a date. Here too, one person decides to record their responses (on newsprint).

Process Points

1. How were girls and boys alike or different in characteristics they valued in the opposite sex?
2. What were the similarities and differences in a "dating code of ethics" for boys and girls?
3. What items would be appropriate for a general code of dating ethics for boys and girls?
4. What are the advantages and disadvantages to going out with a group as compared to going out on a date?

**"I Learned" Journal Entry and Statement

**"I Am Still Learning" Homework - or optional classroom exercise

Objective:

1. To identify places young people can comfortably socialize.
2. To illustrate needs to be considered by young people in choosing a comfortable environment for social interaction.
3. To portray the differences between couple and group socializing.

Time: To be completed at home.
Materials: pencils, ditto (see sheets pages 129a and 129b)

Procedure:

1. Explain that most young people have some difficulty in finding places and situations that are both comfortable and accessible for socializing. The purpose of this exercise is to identify situations which are both available and comfortable.
2. Ask students to complete the ditto: "Places to Go With Friends". (See pages 129a and 129b)
3. After each item on their list they are to identify the following as indicated on the ditto instructions.
   a. The activity, such as dancing at a party.
   b. The distance to be traveled in miles.
   c. The means of transportation.

d. The supervision, whether a parent or other adult is present and who that is.
e. The cost involved.
f. Who you would go with:
   A group of boys and girls.
   A group of girls.
   A group of boys.
   A girl.
   A boy.
g. The value of the activity to you:
   really enjoy it
   okay
   don't enjoy it

4. Teacher may supply an example such as bowling or a house party.
5. At the bottom of their sheets, students are to write what they learned about themselves in terms of their choices or preferences in being with friends.

Process Points

1. On a following day discuss what students actually did learn about personal socializing preferences.
2. Do people prefer group socializing, two-somes, or dates, or a combination?
3. Are there many accessible and comfortable places to socialize for young people? Perhaps the group could share their lists to increase knowledge.

Conclusion

Friendships are precious. Today we have learned what we really value in friendships. Many relationships carry with them the potential of becoming friendships. As long as we remember to be true to our values, to communicate openly and honestly, we can have the pleasure of many joyous friendships.

Places To Go With Friends

Please fill out this questionaire telling about your choices for socializing. After each item on your list tell about what's involved using the following directions.

The Place - (i.e. Party)
a. The activity, such as dancing at a party.
b. The distance to be traveled in miles.
c. The means of transportation.
d. The supervision, whether a parent or other adult is present and who that is.
e. The cost involved.
f. Who you would go with:
   A group of boys and girls.
   A group of girls.
   A group of boys.
   A girl.
   A boy.
g. The value of the activity to you:
   really enjoy it
   okay
   don't enjoy it

1. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

2. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

3. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

4. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

5. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

6. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

7. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

8. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

9. The Place
   a. Activity _____
   b. Distance _____
   c. Transportation _____
   d. Supervision _____
   e. Cost _____
   f. Go with _____
   g. Value _____

10. The Place
    a. Activity _____
    b. Distance _____
    c. Transportation _____
    d. Supervision _____
    e. Cost _____
    f. Go with _____
    g. Value _____

What did you learn about your choices for socializing with your friends?

_____

_____

TWELVE: PROBLEMS AND SOLUTIONS

I. UNIT PLAN

A. Objective: After completing this unit the student will be able to:

- describe the causes, prevention and treatment of venereal disease.
- identify the characteristics of child abuse, rape, incest and child pornography.
- understand that children who are the victims of sexual crimes are in need of help and not guilty themselves.
- discuss where to go for help with matters related to sexuality.

B. Introduction

One goal of this unit is to provide basic information on health and legal problems related to sexuality. The hope is to have students become aware of these problems, while fostering a realization that help exists, in a variety of sources, to resolve them. The second goal relates to the first and is a culmination of the learning of this entire curriculum. The goal being to enhance the student's perception of himself, his parents, his friends, and his community so that the student becomes resourceful in finding solutions to new problems and challenges.

The contents of this unit is two-fold. The problems discussed involve legal issues such as rape, child abuse, incest, pornography and contraception services to minors. There are many problems that arise in a child's mind about these issues, especially since media coverage is so prevalent.

Teachers should be alert to any indications that students are experiencing problems with the issues discussed in class. Some groups estimate that as many as one out of four young girls has some experience with sexual abuse (which could range from touching or fondling to incestuous relationships). Children usually understand that sexual abuse is wrong, and that they are the victims of someone else's intentions, but many children feel powerless to disclose their situations because of threatened retaliation. Teachers are mandated to report cases of known or suspected child abuse, and should be very careful when interviewing children to gather information or to determine the extent of the problem.

There are many good resources in most communities to explain to children what assistance is available. Additionally, there are many audiovisual materials that can be of great help in preparing lessons and stimulating discussions among children. One of the best films available entitled "Who Do You Tell?" will be used in this unit.

The second aspect of problems to be discussed are health related and deal with sexually transmitted disease, and the risk to health from teen pregnancy.

Background Information - Legal Issues[56]

Sexuality is a very complicated and sometimes confusing part of each person's life. Most people consider sexual activity, sexual thoughts and feelings, and even attitudes about sex to be private, and many people are hesitant to talk about sexuality at all. But there are many questions that need to be answered about sex, and many sources of information and services that might be of assistance to people with questions. The problem arises when people feel unable to ask questions or to get services that they need to be as sexually healthy as possible.

It is illegal in most states for people to pay for sexual activity. Prostitution is the term used to describe the sale of sexual services, and prostitutes are often arrested when they try to solicit business. In a few special areas of this country, prostitution is legal, and prostitutes (the people who sell their bodies) are required to register, pay taxes, and get regular health checkups to insure that they are not spreading disease. In areas where prostitution is illegal, the biggest problems are related to the people who control the prostitutes - called pimps. Pimps may coerce women or men into selling sex, and then take most or all of their money. Pimps use force, threats, and sometimes even physical abuse to make prostitutes pay them, and in return the prostitutes get protection from other pimps.

Sometimes young people get involved in prostitution because they can think of no other way to make money. It is not uncommon for runaways, both boys and girls, to get stuck in prostituting situations which they later have trouble getting out of.

In areas where prostitution is illegal, there are also no guarantees that there won't be diseases spread by the people who buy sexual services. Most adults who are engaged in prostitution know enough to take care of their own bodies, but many young people are embarrassed or fearful of discovery, and may become seriously ill with venereal disease without getting treatment.

Some people feel that it is unfair to arrest prostitutes and not to arrest the people who pay for services. In many states, both parties can be arrested, and this can cause embarrassment if people's names and addresses are listed on police records. Prostitutes who are arrested usually are required to spend some time in jail, and to pay fines. In some cases there is counseling available to people who want to quit being prostitutes. Many men and women have successfully left that business and are much happier and healthier than they were when they were selling their bodies to earn a living.

Technically, sexual activity between unmarried persons is illegal in many states. In some states, some forms of sexual ac-

tivity are illegal even between married couples! The majority of adults in this country believe that people should decide for themselves what is appropriate. Many times the laws are enforced only to punish certain populations, such as homosexuals.

In most states there is a minimum age limit for people having intercourse, and if people (especially women) have intercourse at a younger age they are breaking the law. Most states with such laws are trying to protect the people from forced or unwanted sexual activity. In all states, a person who is forced to have sex is considered a victim of a crime. The most common term used to describe forced sex is rape. Rape is usually committed by men against women (since it is almost impossible to force a man to have intercourse). Statutory rape refers to sexual intercourse that is illegal simply because of the age of the woman, and has no relation to whether or not the woman consented to having sex. Forcible rape is a crime of violence, and the rapist usually gains a feeling of power and control, but not sexual pleasure. (According to FBI reports, 47% of rapists do not ejaculate, which means they do not experience sexual gratification as a result of the attack.) It is possible for men and boys to be sexually attacked. This is usually called sodomy rather than rape. Sodomy refers to penetration of the mouth or anus by the assailant's penis.

Victims of rape and sodomy are usually emotionally upset by the loss of control that they felt during the attack. It is very uncomfortable to consider the threat of another person using one's body to vent their anger and frustration, and many victims are threatened with physical harm and even death. Many victims are attacked by people they know, which is different from the stereotyped rapist. Almost half of the victims calling the Rape Crisis Service in Rochester, N.Y. in 1979 reported that they knew the assailant, but they didn't expect him to behave so violently.

Victims of rape are encouraged to report the crime to the police, so that the police can catch and stop the criminal. Most rapists are repeaters and will continue to commit the crime until they are caught. Victims should also get a medical exam as soon as possible in order to make sure there are no injuries, to protect against pregnancy and venereal disease, and to collect medical evidence to be used if the victim goes to court. Many victims are fearful of going to court because they are not sure what kinds of questions will be asked. Victims should be sure to talk with the District Attorney, who will be representing them, before going to any hearing or trial.

Most communities have crisis centers or law enforcement personnel who are avialable to talk with students about sex crimes such as rape. The most important thing for young people to understand is that rape is a crime against an individual, and that the victim is not to

blame for what has happened to her. People should be sympathetic and try to help victims through the emotional crisis that sexual assault causes, and not try to gossip or invent stories about what the victim has had to go through.

Pornography is another subject that is very controversial these days. Pornography is pictures, films, or other visual material that is considered obscene by the local courts. The problem is that many courts cannot decide what is obscene, and what materials should be illegal. The one thing that most judges and jurios agree on is that sexual pictures involving children are pornographic and should be outlawed. Some magazines are sold to adults only, and they contain pictures of nude people but they usually are not specifically sexual enough to be considered illegal.

Most research shows that looking at pornographic pictures does not cause people to behave in immoral or illegal ways, but many people feel that pornography is harmful because it degrades sexuality and it makes people feel bad. Each individual has to decide on their own how to react to pornographic materials, and to take responsibiltiy for the decisions they make.

Sexual abuse of children is a problem that is receiving a great amount of attention these days. Sexual abuse can be defined in many ways, and most courts consider any activity that is designed to elicit a sexual response to be illegal when the object of activity is a child. Many children have had the experience of being touched or fondled by someone they may, or may not, know very well, and this can be very uncomfortable for the child. It's very hard for a child to tell an adult to stop a particular behavior, especially when the adult is in a position of power or control over the child (such as a parent, babysitter, relative, or friend of the family).

Children should understand that they have the right to let adults know when they are uncomfortable or upset. Children should also know that some parts of their bodies are private, and that nobody has the right to touch them in places that are private. Of course, there are times when a parent or other adult must check a child's body to be sure there are no illnesses or diseases, but these times should be explained to the child. Most children know that the genitals are private and should not be touched or looked at unless the child is willing to participate and is comfortable doing so. Kids naturally explore their bodies, and such exploration with friends is generally transitory and not harmful. But adults may try to coerce children into activity or exploration for their own gratification, and this is wrong.

Incest commonly refers to sexual intercourse between members of the same family. The most frequently reported cases involve a daughter and her father or step-father, though brothers, uncles, grandfathers, and other male relatives may also be committing incest against young girls. More rarely, mothers or aunts or sisters may have intercourse with young boys - this is incest too.

Most people who commit incest know that it is wrong, and they try to keep the child quiet about what is going on. Sometimes children are told that the parent will leave the family, or divorce the other parent if the child tells. Some people threaten children with physical abuse, beatings, or restricting social privileges. In any case, most children feel very guilty and know that something is wrong, but they are unsure about where to get help. Sometimes parents don't believe children when they complain that someone else is bothering them.

It is not normal for parents to have sex with their children. It is also not normal for parents to allow their spouses to have sex with their children. In some cases the children are not upset by incest, but in most cases the child will feel ashamed, withdrawn, depressed, and guilty. Children need to know that incest is illegal, and that help is available for victims of incest. Many children see no solution to the problem and they may run away from home - only to find that problems are greater on the streets than they were at home.

In most states, counseling and therapy are available for people who are having problems with incest or sexual abuse. The Department of Social Services should have Child Protective workers who can assist children who are victims of abuse or incest. (Teachers may check with Social Services to find out if speakers are available for their classes, and also what services the department offers for child victims.) Sometimes the abusing adult is removed from the home, and other times the child is placed in foster care until the problem can be resolved.

It is important for students to understand that they can ask for help and that people are available who will understand the situations they are living with. Many victims feel that they are the only people in the whole world who are having these problems, since nobody talks about them. Fortunately, people are beginning to talk about incest and child abuse, and more and more children are becoming aware that they don't have to suffer in silence.

It is also important to note that children who are victims of child abuse may feel that their parents don't love them. In most cases, parents do love their children but the parents are unable to cope with some situations and they may act in ways that don't show much love. Abuse should be considered as one aspect of a parent's personality, but in the eyes of a child that person will always be a parent. Teachers, law enforcement personnel and social workers should be sure to remember that the child needs to retain some feelings for the parent, and may indeed want to protect the parent from these outsiders. A father may be an abuser, but he's still the only father the child has. Additionally, the child may feel added guilt if the parent is to be removed from the home or punished. Counselors should be aware of reactions from the other parent, too, since their anger and frustration at the situation may be vented inappropriately against the child.

In summary, there are many problematic activities and behaviors that are considered illegal in some or all states in this country. For specific information, teachers may contact the local law enforcement

agencies. There are also many counseling, therapeutic, and service agencies that provide information and assistance to victims of sexual crimes. Everyone should recognize that the potential for victimization is always present, and awareness of the problems may help people be alert to dangerous situations. Children, in particular, need to know that they need not suffer sexual victimization, and that help for themselves and their families is available.

Background Information - Health Issues[57]

Venereal diseases are very common problems. Today VD is an epidemic in the United States. Venereal Diseases are those that are spread by contact with the mucus membranes, such as the mouth or genitals. Most venereal diseases are easily detected and cured, although there are some that have no treatment at this time.

The most commonly known VD is gonorrhea. Gonorrhea is caused by a bacteria and enters the body through mucus membranes when they come in contact with an infected person's mucus membranes. Gonorrhea causes infection and inflammation of the urethra and prostate in men, and of the vagina, uterus and fallopian tubes in women. Gonorrhea is usually noticed by men because it causes a discharge of pus from the penis and a painful burning on urination. It's estimated that 80% of women who have gonorrhea don't notice any symptoms until the disease infects the uterus and tubes, but a culture would indicate the presence of the disease at any time. Gonorrhea is cured with penicillin or similar antibiotic.

Syphilis is another venereal disease that is spread by sexual contact. The syphilis spirochete invades the body and causes a three-stage reaction. First, a painless sore called a chancre appears at the site of infection. This goes away, and the second stage is characterized by a fever, rash, sore throat, or swollen glands. These symptoms disappear by themselves, too, but the disease continues to affect internal organs. The third stage may not appear for several months or years, but can be evidenced by blindness, deafness, central nervous system decay, insanity, heart disease, or deterioration of other organs. Syphilis can be detected at any time with a blood test and is treated with penicillin.

There are some infections that can cause discharges or other symptoms in the genitals which are not necessarily sex-related. Non-specific urethritis can cause infection and inflammation of the urethra, and may produce a discharge of pus in addition to pain on urination in both males and females. Bladder infections are more common in females than in males, and can cause painful urination, feelings of fullness even when the bladder is empty, and frequent need to urinate. Many bladder infections can be prevented if women drink at least six glasses of liquid per day and urinate as soon as they feel the urge. Some women retain urine for several hours, and this may help cause bladder infections.

Pubic Lice, sometimes called crabs, can cause severe itching in the pubic area. Lice are spread from person to person, and can also be spread by contact with towels, clothing, bed linens, and even upholstry. Lice lay eggs on the pubic hairs, and they get nourishment by biting the host and sucking human blood. Lice are best treated with special shampoos available from the drugstore or by prescription. Clothing should be washed with hot water and dried in a hot dryer to be sure that the eggs are dead. Eggs take up to seven days to hatch, so any clothing or bedding that cannot be washed should be left alone for at least a week. Pubic lice rarely cause serious medical problems, but they certainly cause social problems and personal discomfort.

Many women experience vaginal infections that may or may not be related to sexual activity. Yeast infections, sometimes called candida or monilia, may cause a thick whitish discharge that smells a bit like yeast. Trichomoniasis is a parasite that causes a frothy, foul-smelling discharge. These conditions are best treated with medication once the infection is developed, and can cause itching and pain if not treated. Both kinds of infections may be transmitted sexually or through contact with materials containing the organisms. The yeast fungus is normally present in the body, and usually doesn't present a problem unless the natural balance of the vagina is upset and the yeast multiply too rapidly.

Many women find that loose fitting pants or trousers, washing the vulva each day, and carefully wiping away from the vagina after using the toilet will help prevent recurrences of vaginal infections. The important thing to remember is that these problems can be treated, and there is no reason to be embarrassed about them, since almost every woman gets a vaginal infection at some point in her life.

Again, the most important information that kids need is to understand what is normal, and to feel comfortable asking for information or medical attention when they think something is NOT normal.

Teen pregnancy exists in our country and community as another major health and social problem. It is reported that children born to young teens under the age of fifteen are two to three times more likely to die in the first year of life than babies born to women over twenty. Moreover, the maternal death risk is 60% higher for females who become pregnant before they are sixteen. Teen-age mothers statistically are twice as likely to drop out of school, lack key skills, and face a great risk of welfare dependency and unemployment. The correlation exists that the younger a woman is at her first pregnancy, the poorer her family will be. Teen pregnancy furthermore correlates with an increased rate of child abuse. Three in five pregnant teen brides are divorced within six years. It is further noted that ignorance and innaccessibility are the main reasons for non use of contraception. (Kanter and Zelnik, 11 Million Teenagers).

A closing exercise in this unit will help students learn how to use the telephone directory to find health, legal, and social services. While it is not our prerogative to advocate or forbid the use of any services in our community, it is our responsibility to inform stu-

dents how to find out about the many services which the community can offer to meet their needs and sustain their lives.

C. Vocabulary

1. Abuse - to hurt by treating badly.

2. Gonorrhea - a venereal disease characterized by inflammation of the mucus membranes of the genitourinary tract and a discharge of mucus and pus in males; it is transmitted through sexual intercourse.

3. Incest - sexual relations between members of a family who are not husband and wife.

4. Infant mortality - the rate of infants who die early in life.

5. Maternal mortality - the rate of mothers who die as a result of giving birth.

6. Pornography - writings and pictures intended to cause sexual desire; literature considered obscene by the courts.

7. Rape - the crime of having sexual intercourse with a woman or girl, forcibly without her intent.

8. Syphilis - a venereal disease passed through sexual intercourse which has symptoms that fade away even though the disease remains fatal.

9. Venereal disease - sexually transmitted disease.

II. LESSON OUTLINE

A. Motivation

As we reach this last unit of our series, we feel so very proud that you have been so cooperative and seem to have "grown-up" so much. It is our hope that you feel informed about the wonders of your changing body and the miracle of human reproduction; and that you have a greater sense of your own values and ability to make sexual decisions. Hopefully too, students' communication skills and relationship choices will seem more comfortable. In this our last unit, we will talk about some of the health and legal problems that exist which are related to sexuality. We will talk about resources for solving those problems. Perhaps the best resource of all is believing in yourself in knowing where and who you can turn to for help when you need it.

B. Housekeeping

As in other units, this unit calls for enthusiasm, and interaction with students which will heighten their self esteem. As the students complete this series of learning experiences, it is our goal to leave them with a feeling of increased self esteem especially as this relates to the future and their ability to meet the many challenges life will present.

C. Activities

**Proud Whip - warm-up

Objective:
1. To increase self esteem with reference to problem solving.
2. To re-establish group feeling.

Time: 10 minutes
Materials: none

Procedure:
1. Whip around the class asking students to complete the following sentence: "The best thing I've ever done for myself is..."
2. Anyone may pass.

Process Points
1. How does it feel when you know how to do things for yourself?
2. How do you feel when its necessary to ask others for help?
3. Why are both necessary?

**What Every Young Person Should Know

Objective:
1. To provide information on health and legal issues related to sexuality.

2. To help students realize that victims of problems related to sexuality are not at fault but in need of help.

Time: 35 minutes
Materials: newsprint, markers or crayons, introduction and background material to this unit.

Procedure:
1. Explain to students that there can be serious health and legal problems which arise related to sexuality. Some may even affect them, or a close friend, and they will want and need to have information about these issues.
2. From your notes at the beginning of this unit prepare a summary of basic information for the class - perhaps writing key points on the board. The issues to be illuminated are:
   a. Teen pregnancy and contraceptive rights of minors.
   b. Child abuse, sexual abuse and incest.
   c. Rape
   d. VD
   e. Vaginal infections
   f. Pornography and prostitution.
3. After sharing your information divide students into six groups. Give each group a sheet of newsprint and ask them to list 5-10 basic facts that they think students need to know about the one issue they are discussing. They may add things to what you have provided.
4. After ten minutes ask each group to share the material they have gathered.

Process Points
1. Were we knowledgeable about these problems before? How knowledgeable are we now?
2. Do we have a sense that these problems are not the fault of the children involved? Emphasize the need for students getting help with problems.

**Film - VD Questions, VD Answers [58*]

Objective: To provide information on the causes, treatment, and prevention of venereal disease.

Time: 20 minutes
Materials: film - VD Questions, VD Answers, projector, screen.

Procedure:
1. Share that VD is a major health epidemic in our country today and that Mount Vernon has about 25% of all the reported VD cases in Westchester County.
2. Introduce film on providing information on the causes of and treatment of venereal disease, and view.

*Note: Another film dealing with VD may be substituted.

Process Points

1. Share with students that prevention from VD is by use of the condom during sexual intercourse. Also share that washing with soap and hot water after intercourse may lessen the chances of VD being transmitted.
2. Ask for comments on the film, especially points which remain unclear.
3. Reiterate the high rate of VD, among "nice" people, and the efficiency and confidentiality of help in curing VD.
4. Share that confidential free service for VD can be obtained at the Westchester County Department of Health in White Plains at 682-2503 and Yonkers at 963-3980.

**Film - Who Do You Tell?[59]

Objective:

1. To encourage children to talk about their problems and concerns through the identification, recognition, and utilization of their family and community support systems.
2. To provide information about the pervasiveness of problems facing youth.

Time: 25 minutes
Materials: film - Who Do You Tell? , projector, screen.

Procedure: Present an enthusiastic introduction about this informative film and view.

Process Points

1. Who do you tell? Discuss what people in your support system you feel comfortable with telling a problem and why. Talk about what you would do if they couldn't help you with your problem and why it's important to expand one's support system to include other people who may be better equipped to solve a particular problem.
2. Telling. Discuss the problem of telling someone in your support system about a problem with an adult (both a stranger and a family member). Have you ever had a problem with a grown-up and you've been afraid to tell because your parents or friends would believe the grown-up and not believe you? Would it be easier or more difficult to tell if the problem grown-up were a stranger or a family member? Why?
3. Support Systems. Discuss the family and community support systems and how both of them together help us cope with our problems. Talk about how sometimes people in our support system just aren't able to help us with a problem or or how they might not think it's much of a problem. Discuss the need to keep searching your support systems for help until you find it. Emphasize that there is no problem our support systems can't help us with. Also discuss whose support system you are a part of (family, friends, neighbors) and what you would do if someone came to you with a problem that you couldn't help them with.

4. What does it feel like to tell? Discuss how it feels when you tell somebody about a problem or tell about somebody else who is having a problem that you've been worried about. Do you feel nervous or afraid or that people won't believe you? Do you feel good or bad, as if you're tattling, etc?

**Who Do You Tell? Practicum

Objective:
1. To further facilitate childrens understanding of the community support system available to them.
2. To help students understand that they have a right to be protected from threats to health abuse.

Time: 25 minutes
Materials: pencils, ditto (see page 141a)

Procedure:
1. Share that we in Mount Vernon are fortunate to have an extensive community support system.
2. Divide students into groups of four and have each group complete their ditto's providing mutual help to each other.
3. Give each group a copy of the Mount Vernon Handi-Book and/or a copy of the Westchester County Telephone Directory to assist in this exercise.
4. Ask students to read the situation described on the ditto and tell who they would ask for help in each of these situations? What would you do first? Who could you tell about your problem?
5. After each group has had ten minutes to work on their dittos, ask for a group sharing of information.

Process Points
1. What other people are available to help children when they have questions or problems?
2. How do you know if something is really a problem?
3. If you're uncomfortable about something, should you try to handle it by yourself or should you get some advise from somebody else?
4. What would you do if one of your friends was being hurt by his/her parents? How could you help your friend?
5. Why is it so hard to talk about problems like people touching you? What have your parents told you about things like this?

**The Hardest Things to Tell

Objective:
1. To help students understand that help is available for most of the physical and emotional problems related to growing up.
2. To encourage students to seek help in any situation that demands attention.

WHO DO YOU TELL?

After each item listed on the left write the people in your support system you could tell about that problem or situation.

Remember, you may use people such as parents, police, teachers, telephone operator, doctors, principals, school nurses, and other adults. You may also consult the telephone directory for a specific agency in your community that offers a particular service.

1. Fire in your house._____

2. Lost when you're downtown._____

3. Someone following you in the park._____

4. Thinking you may have VD._____

5. Someone making you feel uncomfortable by touching you._____

6. Fear of becoming pregnant and need for birth control information_____

7. Your friend is involved in prostitution and wants to stop._____

8. Someone you know is the victim of rape and asks who to call for help._____

9. Your friend's father has problems drinking and sometimes gets violent and hurts members of her family._____

10. You are lonely and want to find out places to go for recreation nearby._____

Time: 15 minutes
Materials: journals/pencils

Procedure:
1. Introduce this exercise as a culmination of the preceding exercises.
2. Ask students to complete the following sentences in their journals:
   a. "When I have a question about my body, I ask..."
   b. "The hardest thing to talk to my parents about is..."
   c. "The hardest thing to talk to my doctor about is..."
3. Volunteers may share their responses.

Process Points
1. What kinds of problems do you usually discuss with your parents? With your doctor?
2. Can you think of problems you may be embarrassed to talk about?
3. What happens when kids have problems and don't get help? How can getting more information be a help?
4. What have you learned about people who you turn to with decisions that may be useful?
5. What have you learned about values and communication that is useful?

**Self-Esteem Cards[60]

Objective:
1. To recognize positive qualities of self and others.
2. To conclude the program on a positive note.

Time: 10 minutes
Materials: 5x8 cards, enough for entire class, pencils.

Procedure:
1. Leader introduces this exercise by saying, "This exercise is a way to say good things to people. Often we don't tell people the things we really like about them or we don't even think about what we like in people. We've spent many days together and a lot of great things have happened. Each of you will go home with a card filled with good things about you. The way we do it is that we will each put our name on top of a card. After we've shuffled all the cards, I'll hand them back. Each time I tell you to pass, you will pass the card to someone else. Each time you get a card, you are to think about that person and write down the 'best thing' about that person. If for some reason you can't say anything nice about a person, don't write anything on their card, because this card is only a 'Feeling Good' card."
2. Leader instructs each group member to write his/her name at the top of a card.

3. Leader collects cards and then passes them around the group.
4. Cards are passed around the group and each person writes down the best thing they can think of about each person on that person's card.
5. After all the cards are completed, each person gets his/her own card back at the end of the group.

Process Points
1. How does it feel to know all the good things our friends feel about us?
2. Aren't we special!

**"I Learned" Statement and Journal Entry

**I Am Still Learning Homework

Objective:
1. To facilitate students perception of themselves, their families, and their community support systems as resources in solving problems.
2. To integrate this unit with previous learning.

Time: To be completed at home.
Materials: paper/pencil

Procedure:
1. Ask students to write a one or two page composition describing a problem that they have, or an imaginary problem they may have someday, and how they would solve it.
2. Remind students that it can be related to anything discussed throughout the Family Life Curriculum and that the resources may be themselves, their family, other adults, and the community support system.

Process Points: On a following day ask volunteers to share reports and discuss or review.

Conclusion

It has been a great pleasure to explore Family Life Education with you! You are very special. You are growing, changing, becoming stronger and wiser as each day goes by.

With the new information you have gained, you have also gained power - the power to make wise decisions, power to understand what you value, power to communicate what you need to say, power to have healthy and satisfying relationships.

We've said before you can be anything! The chances are you won't just be anything - you'll be someone very special!

III. EVALUATION [61]

Sex and the Law

Choose the word that best fits each description. Put the letter for that word in the blank next to the description.

DESCRIPTIONS

____	Pictures or movies that are considered obscene and are illegal.	a. Sexual Abuse
____	People who sell their bodies to be used for sexual purposes.	b. Supreme Court
____	Forcing someone to have sex, when they don't want to.	c. Incest
____	Forcing a young member of your family to have sexual relations.	d. Pornography
____	Person who controls prostitutes and takes money from them.	e. Police
____	Touching or fondling a person's sexual organs against their will.	f. Pimp
____	People who can offer support and assistance when sex crimes happen.	g. Prostitutes
____	Group that decided that teenagers could make their own decisions about birth control.	h. Rape

To The Teacher

How teachers act and relate to students speaks far louder than their words. Teachers may talk of building self-esteem but if children are treated with disrespect and stripped of esteem, all the teacher's efforts may be in vain. They in fact appear insincere.

In order to make this program successful for all, teachers must model what they teach. Granted, there are difficulties in maintaining order in the classroom. Stimulating interest in the material by the teacher's own enthusiasm may, however, very well diffuse the disruption by the children. Children seeing a punitive teacher will provoke punishment. Children treated with warmth and compassion should return the same. The children become a mirror of the instructor's temperament.

Moreover, the curriculum guide is simply that - a guide. It should not be read to students. They will loose interest. The guide was never intended for this purpose. It's use is primarily to guide students through experiential activities. Children should gain far more insight in participating in these activities than by passively listening.

The challenge and reward of this program is to incorporate a unique learning "exporience" into the classroom. The classroom teacher has the potential of meeting the challenge of this endeavor if it is approached with enthusiasm warmth and sensitivity.

SUGGESTION FOR WORKING WITH THE FAMILY LIFE EDUCATION CURRICULUM

1. Use transitional lead-ins from one activity to the next. Relate each activity to the particular unit. Often this will be obvious and easy.

2. Process homework between sessions if possible, i.e. assignments that are related to English composition, etc. can fit into other time slots. This will keep longer Family Life periods free for new material and additionally add to the integration of the curriculum with other school work.

3. Participate in activities which you feel comfortable doing with your students. Often, your participation in "whips", etc. will greatly enhance your students' participation, and your own enjoyment!

4. Ask student to write on newsprint in large handwriting.

5. Make a time schedule for yourself which correlates to the lesson:

   i.e. 9:00 - Proud Whip
   9:10 - Brainstorming

   This should aid your personal comfort in presenting material, and help you cover all of the material you plan to cover.

6. Be flexible. Our greatest goal is for the students to gain comfort and knowledge in this subject area. As unexpected situations arise (i.e. children wanting groups of three instead of two,) use your flexible judgement in doing what will best promote your overall goals.

7. Have Fun!

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*We are deeply grateful for the use of Jane Dodds' publication. The introductions to the units of our curriculum were in large part borrowed from this excellent resource.

FOOTNOTES AND RESOURCES

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LESSON OVERVIEW OUTLINES

POSITIVE PERSONHOOD
UNIT ONE OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Voting	None	10 minutes
Filmstrip	Filmstrip (part 1) "Discovering Your Personality" or "How Do I See Myself?" (also part 1); Dukane projector, screen	25 minutes
Dyad Sharing	None	20 minutes
An Advertisement for Me	9 x 12 white paper crayons and masking tape	30 minutes
"I Learned" Statements	Student journals	10 minutes
"I Wonder" Question Box	3 x 5 index cards	15 minutes

TOTAL CORE ACTIVITIES 2 HOURS

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 5 - Curriculum	Mimeo

PUBERTY
UNIT TWO OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Living Things Brainstorming	Blackboard, chalk	10 minutes
Popcorn (optional)	Corn kernels, oil, salt, corn popper, paper cups, napkins	*15 minutes
Filmstrip	Filmstrip (part 1) Growing into Womanhood/ Manhood, Dukane projector, screen	15 minutes
How we are Alike	Newsprint, markers or crayons, blackboard, chalk, transparency: "From Child to Adult"	30 minutes
Panel of Professionals" (optional)	Five chairs placed at front of class	*20 minutes
Growing Up Thoughts (optional)	Mimeo sheets from curriculum (page 21a)	*20 minutes
The Changing Body (optional)	9 x 12 paper, pencils	*20 minutes
"I am Still Wondering" Question Box	3 x 5 index cards	10 minutes
"I Learned Statments"	Student journals	10 minutes
"I am Still Learning" Homework Exploration	Chalk, blackboards	5 minutes

TOTAL CORE ACTIVITIES 1 HOUR, 30 MINUTES
TOTAL OPTIONAL ACTIVITIES 1 HOUR, 15 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 16 - Curriculum	mimeo
"Growing Up Thoughts" Ditto	Page 21a - Curriculum	mimeo
Evaluation Quiz	Page 23 - Curriculum	mimeo

ABOUT BOYS
UNIT THREE OVERVIEW

ACTIVITY	MATERIALS	TIME
Whip	None	10 minutes
The Changes in a Male Brainstorming	Chalk, blackboard, transparency: "From Child to Adult," overhead projector, screen	20 minutes
Filmstrip	Filmstrip (part 2, band 2) Growing into Manhood/ Womanhood, Dukane projector, screen	20 minutes
The Path of the Sperm	Overhead projector, screen, transparency: "The Male Reproductive Organs Showing Path of Sperm," pencils, anatomy charts, (p. 33a - curriculum)	30 minutes
Facts and Fancy About Ejaculation	None	15 minutes
Advantages and Disadvantages of Being Male	Newsprint, crayons or markers	20 minutes
"I Wonder" Question Box	3 x 5 index cards	10 minutes
"I Learned" journal	Student journals	10 minutes
"I'm Still Learning" Homework Exploration	Student journals	5 minutes
	TOTAL CORE ACTIVITIES	2 HOURS, 20 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 30 - Curriculum	mimeo
Evaluation Quiz	Page 36 - Curriculum	mimeo

ABOUT GIRLS
UNIT FOUR OVERVIEW

ACTIVITY	MATERIALS	TIME
Whip	None	10 minutes
The Changes in a Female Brainstorming	Chalk, blackboard, transparency: "From Childhood to Adult," overhead projector, screen	15 minutes
Film and/or Filmstrip	Film - Naturally A Girl (girls); and/or filmstrip (both) - (part 1 band 1) Growing Into Manhood/ Womanhood, projector, screen	10 to 25 minutes
Understanding Female Anatomy and Functioning	Overhead projector, screen, J & J transparencies on the female system, J & J female system chart	25 minutes
Feminine Hygiene	Overhead projector, screen, transparency: "How to Insert a Tampon," feminine hygiene starter kit, (J & J ditto sheets, calendar quiz, Situations, Time for a Trip, for girls classes), pharmacutical company pamphlets	10 minutes boys 30 minutes girls
Facts and Fancy About Menstruation	None	10 minutes
Advantages and Disadvantages of being Female	Newsprint, crayons	20 minutes
I Wonder Question Box	3 x 5 index cards	30 minutes boys 10 minutes girls
"I Learned" Statements	Student journals	5 minutes
Homework Exploration	Student journals	5 minutes
		2 HOURS, 20 MINUTES 2 HOURS, 35 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 43 - Curriculum	mimeo
J & J Female Chart	J & J Spirit Master Kit	rexograph
J & J Activity Sheets	J & J Spirit Master Kit	rexograph
Evaluation Quiz	Page 50 - Curriculum	mimeo

HUMAN REPRODUCTION
UNIT FIVE OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Filmstrip	Filmstrip (parts 1 & 2) Understanding Human Reproduction, Dukane projector, screen	30 minutes
Pregnancy Posters	Newsprint, crayons	40 minutes
What I Used to Think	3 x 5 index cards, pencils	20 minutes
Responsibilities of Pregnancy	Blackboard, chalk	20 minutes
"I Wonder" Question Box	3 x 5 index cards, pencils	15 minutes
"I Learned" Statements	Student journals	10 minutes
"I am Still Learning" Homework Exploration	Student journals	5 minutes

TOTAL CORE ACTIVITIES 2 HOURS, 30 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Pages 56-57 - Curriculum	mimeo
Evaluation Quiz	Page 62 - Curriculum	mimeo

BIRTH BABIES AND PARENTING
UNIT SIX OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Childbirth	Transparencies on childbirth, overhead projector, screen	20 minutes
Film and Question Period	Film - Human Growth III	40 minutes
Planning for Parenthood	Newsprint, crayons	30 minutes
Adolescent Parenthood	March of Dimes tape recording, tape recorder	20 minutes
Visiting Parent (optional)	Volunteer parent with, or without infant	15 minutes
"I Learned" Statements	Student journals	10 minutes
"I am Still Learning" Explanation of Homework, "Everybody was a Baby Once"	Student journals	10 minutes

TOTAL: CORE ACTIVITIES 2 HOURS, 20 MINUTES
OPTIONAL ACTIVITY 15 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 68 - Curriculum	mimeo
Evaluation	Page 74 - Curriculum	mimeo

FAMILIES
UNIT SEVEN OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
All Kinds of Families - Brainstorming	Chalk, blackboard	15 minutes
Family Voting	None	10 minutes
What Families do for Each Other	Student journals, pencils	25 minutes
Family Conflicts and Solutions	Note cards with student "cases" (cases found on p. 83 - Curriculum)	25 minutes
Family Values	3 x 5 index cards	15 minutes
"I Wonder" Question Box	3 x 5 index cards	10 minutes
"I Learned" Statements	Student journals	10 minutes
"I am Still Learning" Explanation of Homework: "What I Value About My Family"	Student journals	10 minutes

TOTAL CORE ACTIVITIES 2 HOURS

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 79 - Curriculum	mimeo
Case studies	Page 83 - Curriculum	hand written on 3 x 5 cards

SEX ROLES
UNIT EIGHT OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Free to Be You and Me	Free to Be You and Me, Album, record player	5 minutes
Sex Role Voting	None	15 minutes
Sex Role Stereotyping - Brainstorming	Chalk, blackboard	20 minutes
Changing Roles and Occupations	Mimeo sheet (p. 92a - Curriculum)	15 minutes
Agree and Disagree - Sex Roles	Mimeo sheet (p. 93a - Curriculum)	15 minutes
"I Wonder" Question Box - or Fishbowl exercise	3 x 5 index cards	30 minutes
"I Learned" statements	Student journals	10 minutes
"I am Still Learning" Exploration of Homework: Sex Role Collages	Student journals (magazines, paper, paste, scissors at home)	10 minutes
	TOTAL CORE ACTIVITIES	2 HOURS, 20 MINUT

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 89 - Curriculum	mimeo
Changing Sex Roles and Occupations Sheet	Page 92a - Curriculum	mimeo
Sex Roles - Do You Age Sheet	Page 93a - Curriculum	mimeo
Evaluation Quiz	Page 96 - Curriculum	mimeo

VALUES DECISIONS AND LIFE GOALS
UNIT NINE OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Twenty Things You Love to Do	Twenty Things You Have To Do Worksheet, (p. 103a - Curriculum), pencils	25 minutes
Values and Decision Influences - Brainstorming	Chalk, blackboard, student journals	20 minutes
Conformity and Forced Choices	Conflict of Values Worksheet (p. 105a - Curriculum), pencils	25 minutes
Filmstrip	Filmstrip (parts 1 and 2) Life Goals: Setting Priorities, Dukane projector, screen	20 minutes
What I Want to Be	9 x 12 paper, pencils, tape	20 minutes
"I Learned" Statements	Student journal	10 minutes
"I Wonder" Question Box	3 x 5 index cards	10 minutes
"I'm Still Learning" Homework Exploration	Student journals	5 minutes
	TOTAL CORE ACTIVITIES	2 HOURS, 25 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 102 - Curriculum	mimeo
Twenty Things I Love to Do Worksheet	Page 103a - Curriculum	mimeo
Conflict of Values Worksheet	Page 105a - Curriculum	mimeo

COMMUNICATION
UNIT TEN OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Why It's Hard to Communicate Brainstorming	Chalk, blackboard	20 minutes
Have You Heard	3 x 5 index cards, pencils	25 minutes
Filmstrip (optional)	Filmstrip (part 1) Discovering Your Personality: Exploring Your Feelings, Dukane projector, screen	*20 minutes
Filmstrip	Filmstrip (part 1) The Gentle Art of Saying No, Dukane projector, screen	25 minutes
Effective Communication Role-Play	3 x 5 cards with role play situations (found on p. 116 - Curriculum)	25 minutes
"I Learned" Journal Statements	Student journals	10 minutes
"I am Still Learning" Homework Exploration	Student journals	5 minutes
	TOTAL: CORE ACTIVITIES	2 HOURS
	OPTIONAL ACTIVITY	20 MINUTES

NEED TO DUPLICATE

ITEM	MATERIALS	PROCESS
Vocabulary	Page 111 - Curriculum	mimeo
Role Play Situations	Page 116 - Curriculum	handwritten

RELATIONSHIPS
UNIT ELEVEN OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
Love Is....	Chalk, blackboard, student, journals, pencils	15 minutes
The Qualities I Look For In a Friend (optional)	Paper, pencil, chalk, board, or newsprint and crayons	*15 minutes
Film	Film - It Must Be Love Because I Feel So Dumb, projector	30 minutes
Is It Love?	None	20 minutes
About Dating: Role Plays	Newsprint, crayons	30 minutes
"I Learned" Statements	Student journals	10 minutes
"I am Still Learning" Exploration of Homework: "Places to go With Friends"	"Places to go With Friends" Worksheets (p. 129a-129b - Curriculum)	10 minutes
	TOTAL: CORE ACTIVITIES	2 HOURS, 5 MINUTES
	OPTIONAL ACTIVITY	15 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 123 - Curriculum	mimeo
"Places to go With Friends" Worksheets	Pages 129a - 1129b - Curriculum	mimeo

PROBLEMS AND SOLUTIONS
UNIT TWELVE OVERVIEW

ACTIVITY	MATERIALS	TIME
"I am Proud" Warm Up Whip	None	10 minutes
What Every Person Should Know	Newsprint, crayons, background information summaries of unit	35 minutes
Film	Film - VD Questions, VD Answers, projector, screen	20 minutes
Film	Film - Who Do You Tell? projector, screen	25 minutes
Who Do You Tell?	Mount Vernon Handi Books (about 10 per class) or Westchester County Telephone Directories, Who Do You Tell Worksheet - p. 141a - Curriculum)	25 minutes
The Hardest Things To Tell	Student journals	15 minutes
Self Esteem Cards	5 x 8 cards or 9 x 12 paper, enough for entire class, pencils	10 minutes
"I Learned" Statements	Student journals	10 minutes
"I am Still Learning" Homework Exploration	Student journals	5 minutes
	TOTAL CORE ACTIVITIES	2 HOURS, 25 MINUTES

NEED TO DUPLICATE

ITEM	FOUND IN	PROCESS
Vocabulary	Page 137 - Curriculum	mimeo
Who Do You Tell? Worksheet	Page 141a - Curriculum	mimeo
Evaluation Quiz	Page 144 - Curriculum	mimeo